

# THE SCHOOL JOURNAL

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The business department of THE JOURNAL is on another page.

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1897 to 1898.



HE school year just coming to a close has been one of quiet but determined progress. Pedagogic discussion has not been as much absorbed by any one particular subject as in previous years.

The worshippers of fads and those astrologers who watch the pedagogic sky for new stars have had considerable difficulty in locating a common shrine. At one time it seemed as if the Spear method would absorb them, but the discussion of number opened by Dr. White scattered the forces somewhat. Then followed the Spanish-American war, and with it came a multitude of guaranteed methods for inculcating patriotism, most of which, however, thanks to the capacity of editorial waste baskets, did not disturb the educational world very seriously. Much pyrotechnical display has been used to make grading and promotion the rallying subject, but without much success. The school year just closing, in short, has the distinction of passing without any particular fad.

The problem of concentration and the correlation of studies in elementary education still remains unsolved, but a great deal of solid work has been done to test the various theories presented.

Child study has made great strides forward. There is less aimless work than in years past, and the question has been pushed to the front. How is this going to help the teachers in a practical way? The best word that can be said for efforts in this particular direction is that child study has passed the fad stage and become a subject for serious consideration by serious people.

The education of defective children owes much to

the impulse of the child study movement. The average student of children, especially the scientific one, is as full of joy when he discovers a physical or mental defect in pupils, as the ambitious physician who chances upon a new disease inviting him to surgical experiment. The treatment of the deaf, the blind, the mute and the imbecile has proved attractive to large numbers, and deservedly so. It is to be hoped that much good will come to the unfortunate from it. A highly interesting figure in this field is the blind deaf-mute Tom Stringer, a pupil at the Perkins Institution, Boston, of whom an illustrated sketch is given on another page of this number. The National Educational Association this year pays its respects to the work for defective children by giving room on its program to discussions of some of the problems involved.

The movement for the introduction of art works in the school-room has at last gotten under the control of sane pedagogics. The capacity of the child's taste and not the mystic historian's conception of the evolution of the human race is determining what is fit to go into the school-room. If the Egyptians were fond of a certain picture, the assumption is no longer considered sufficient that the child at a certain stage must be just as much in love with it. Headless Victories, armless Venuses, and one-legged Mercuries have been removed from the primary school and pushed higher up where compulsory enjoyment of their artistic beauties is less of a task.

A wider interest is being taken in the hygiene and the medical inspection of schools. School architecture, also, is attracting more attention than ever be-

Child Studies of Artists. I.



A Perfect June Day.

Dvorak.

fore. There is, however, no immediate danger of these subjects developing into fads, as their discussion is well retained in the control of trained specialists. The result is that desirable reforms have slowly but surely gained ground.

An important movement now fairly under way is the investigation of the actual operation and educational results of successful methods of teaching. The committee which has this matter in hand was appointed by the Department of Superintendence, at the request of Dr. Hailmann, and has recently presented its preliminary report through Dr. Dewey of the University of Chicago. It is an enormous work, and time will tell whether it will produce commensurate benefits; it is certainly promising.

Another sign of advancement is noted, in the state of New York, in the organization of a plan to honor the memory of a great educator (Dr. Edward A. Sheldon) by the placing of a tablet in the State Capitol. Heretofore, honor to whom honor is due seemed to bear with it the limitation, "excepting that one be a teacher."

Among the great educators who have gone to their reward during the past year, aside from Dr. Sheldon are Miss Frances E. Willard, Mrs. Rebecca Davis Rickoff, and Dr. Northrop. *The School Journal* pays homage to their work for the cause of education by printing in this number biographical notices. The beautiful tribute to Dr. Sheldon by his daughter, which appeared in these pages some time ago, has been reprinted, as the issue containing it is exhausted and there has been some demand for it. The portrait of Mrs. Rickoff is published here for the first time. The article on "Miss Willard as an Educator" is full of that inspirational power which flows from a noble life devoted to a noble cause and told by one whose heart has been touched by the spirit of it.

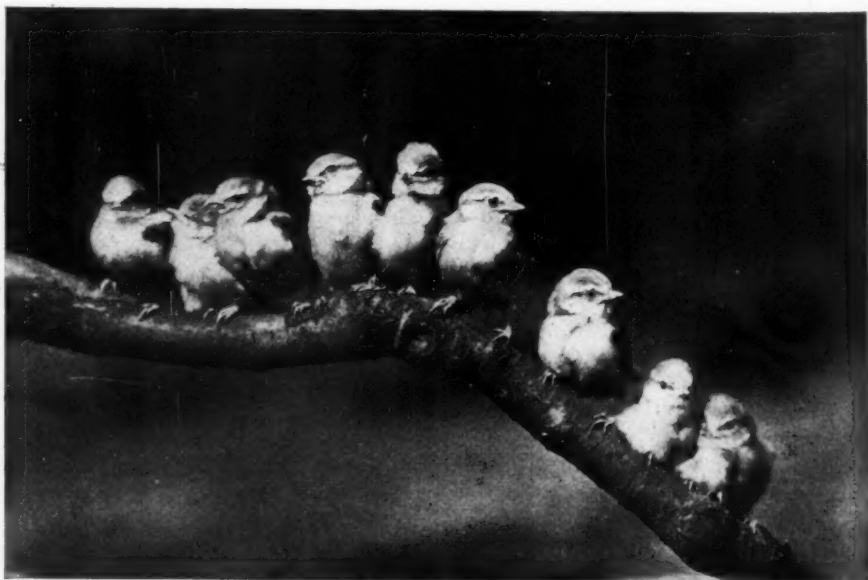
A departure less apt to pass safely between the Scylla of faddism and Charybdis of indifference is the correlation of sociology with the other tributary sciences of pedagogics. Henry Georgeism, Bellamic socialism, Kropotkin's pleadings for anarchism, and other movements in the field of social and political economy have inspired so many tongues that there will be an abundance of educators ready to take the cue when it comes to giving opinions on sociology. Experience has shown that only those things become fads which flatter the vanity of people in a way to make them believe that here they have found something about which they know as much as anybody else. Exact science is less exposed to wholesale worship.

In the kindergarten field there has been a falling

off of activity. Missionary work is no longer needed and some of those who have been leaders in it have turned to pulling and splitting hairs over differences in the exegesis of Froebel's writings and sketches. Meanwhile, the kindergartners in the public school system are left to fight their battles alone in the adaptation of their work to that of the primary class. *The School Journal* some time ago had an article, and this was published also in *The Primary School*, entitled "Miss Maybie and the Class Above Her," which has probably been of greater practical benefit to the public kindergartner than anything else issued in this particular field during the past year. No one can get around the fact that the public kindergarten cannot remain a separate institution; it must really become a part of the school organism.

It was to be expected that society women would not keep up the fashion of listening to papers on education for any length of time. The fact that in Brookline the interest has continued unabated for several years is a remarkable evidence of what may be accomplished by good management. New England society is conservative and once it has declared education to be "the thing," this will continue. However, in all parts of the country, mothers have felt the effect of the movement for closer union and better understanding of the educational duties of home and school, and many of them will continue to take a live interest in the growth of their children's character, and their physical and intellectual culture. The agitation must be kept up. Each school should become a center of the district in which it is placed and like the church, open its doors to all who are willing to be aided in the bringing up of children.

Most encouraging progress has been made in developing the professional aspect of teaching. In all parts of the country, higher qualifications are demanded and a decided increase of respect has been secured for those engaged in school work. With this change has developed a greater willingness on the part of the public to pay fairer salaries. The im-



Blue Tits at School.



provement in educational meetings is the result of the same movement for elevation of teaching to a profession. The picnic character, which many of the institutes assumed, has largely disappeared. The lantern man is less in evidence, the melodramatic institute entertainer draws less pay, and one is shocked less frequently by reading in the county paper's reports that "one of the most enjoyable features of the program was the singing of 'Oh, won't you come and play wif me?'" There is less also of the stereotyped local celebrities' enthusiasms over "Ladies and gentlemen, to whom are entrusted the noblest and highest offices, involving the welfare of the future of this grand country of ours." The social feature has not, and ought not to suffer by these improvements.

There certainly is abundant reason to be duly thankful that teachers' institutes are assuming the more dignified aspect of pedagogical conference. That attendance at them is really beginning to be beneficial, and that most programs now contain really practical educational topics presented by able men and women.

The coming year is likely to see still greater progress in this direction of professionalizing teaching. What is demanded is a wisely organized system for issuing professional life diplomas to teachers. The Department of Superintendence of the N. E. A. has put a committee to work on the elaboration of a standard of minimum requirements which will start the campaign. The work is needed, urgently needed, and its result will mean a great deal toward the shaping of an American system of practical pedagogics.

#### CONTRIBUTIONS TO PEDAGOGY AND RELATED SCIENCES.

On June 1 the editor sent out letters of inquiry to representative leaders in the fields of pedagogy, psychology, and ethics in order to ascertain what they consider the most important contributions to the literature of these departments of philosophy in the past year (July 1, 1897, to June, 1898), the list to include ten books and any number of articles in periodical publications. Among those who sent replies were: Prof. Hugo Münsterberg, of Harvard; Prof. George Trumbull Ladd, of Yale; Dean Edward R. Shaw and Prof. Edward Franklin Buchner, of the New York University School of Pedagogy; Prof. Elmer E. Brown, of the University of California; Dr. E. E. White, of Columbus, Ohio; United States Commissioner W. T. Harris, and Miss Anna Tolman Smith, of the National Bureau of Education; Prof. C. C. Van Liew, of the State normal school, Los Angeles, California; Prof. Levi Seeley, of the New Jersey State normal school, and Prof. B. A. Hinsdale, of the University of Michigan.

In addition, a number of prominent city superintendents and presidents of school boards were requested to furnish to *The School Journal* a list of articles which they believe to have been most helpful.

Below are two lists containing the tabulated results of these inquiries, the figures before the titles indicating the number of times the book or article is mentioned. Books and articles given by one writer only are omitted. An exception has been made in favor of a foreign book, published in Argentina.

The agreement appears to be general that the output of the year has not been a very remarkable one, particularly as far as books are concerned, though there have been a number of noteworthy articles in educational and general periodicals. The two articles by Prof. Hugo Münsterberg, on "The Danger from Experimental Psychology" and "The Teacher and the Laboratory," published respectively in the February and June numbers of the "Atlantic Monthly," are considered by many correspondents the most important



Prof. Hugo Münsterberg, Harvard University.

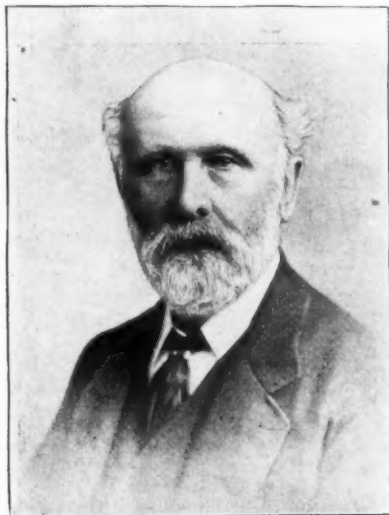
contributions of the year. The following is the list of books in pedagogics and related departments of philosophy:

- (15) *PSYCHOLOGIC FOUNDATIONS OF EDUCATION*: An attempt to show the genesis of the higher faculties of the mind. By *W. T. Harris*.—Publishers: D. Appleton & Co., New York, \$1.50.
- (14) *SOCIAL AND ETHICAL INTERPRETATIONS IN MENTAL DEVELOPMENT*. A study in social psychology by *James Mark Baldwin*.
- (12) *OUTLINES OF PSYCHOLOGY*. By *Wilhelm Wundt*. Translated with the co-operation of the author. By *Charles Hubbard Judd*, Ph. D., professor of Experimental Psychology, New York University.—Publishers: G. E. Stechert, 9 East 16th street, New York. \$2.00.
- (10) *THE NEW PSYCHOLOGY*. By *E. W. Scripture*, Ph. D. With 124 illustrations. (The Contemporary Science Series).—Publishers: Charles Scribner's Sons, 153-157 Fifth avenue, New York. \$1.25.
- (10) *THE HERBERTIAN PSYCHOLOGY APPLIED TO EDUCATION*. By *John Adams*, M. A., B. Sc.—Publishers: D. C. Heath & Co., Boston. \$1.00.
- (9) *OUTLINES OF DESCRIPTIVE PSYCHOLOGY: A Text-Book of Mental Science for Colleges and Normal Schools*. By *George Trumbull Ladd*, professor of Philosophy in Yale university.—Publishers: Charles Scribner's Sons, New York. \$1.50. (428 pages.)
- (8) *A STUDY OF CHILDREN*. By *Frances Warner*.
- (7) *THOMAS AND MATTHEW ARNOLD AND THEIR INFLUENCE ON ENGLISH EDUCATION*. By *Sir Joshua Fitch*, M. A., LL. D.—Publishers: Charles Scribner's Sons, New York. \$1.00.
- (7) *REPORT OF THE U. S. COMMISSIONER OF EDUCATION, 1895-96*.
- (7) *MACE'S METHOD IN HISTORY*.
- (7) *METHOD OF THE RECITATION*. By *Charles A. and Frank M. McMurry*.
- (7) *THE SUBCONSCIOUS SELF AND ITS RELATION TO EDUCATION AND HEALTH*. By *Louis Waldstein*, M. D.—Publishers: Charles Scribner's Sons, New York. \$1.25.

(7) *ROUSSEAU AND EDUCATION ACCORDING TO NATURE.* By *Thomas Davidson*.—Publishers: Charles Scribner's Sons, New York. \$1.00.

(6) *HORACE MANN AND THE COMMON SCHOOL REVIVAL IN THE UNITED STATES.* By *B. A. Hinsdale, Ph. D., LL. D.*—Publishers: Charles Scribner's Sons, New York. \$1.00.

(6) *THE PSYCHOLOGY OF SUGGESTION: A Research into the Subconscious Nature of Man and Society.* By *Boris Sidis, M. A., Ph. D.*, associate in Psychology at the Pathological Institute



Sir Joshua Fitch, M.A., L.L.D.

of the New York State Hospital. With an Introduction by Prof. William James, of Harvard University.—Publishers: D. Appleton & Company, New York.

(6) *THE MEANING OF EDUCATION.* By *Nicholas Murray Butler*.

(5) *PLATO THE TEACHER.* Selections from Jowett's Translation. Edited with Introduction and Notes, by *William Lowe Bryan, Ph. D.*—Publishers: Charles Scribner's Sons. \$1.50.

(5) *A PRIMER OF PSYCHOLOGY.* By *F. B. Titchener*.

(5) *THE DEVELOPMENT OF THE CHILD.* *Nathan Oppenheim*.

(4) *ORGANIC EDUCATION.* By *Harriet M. Scott*.—Publisher: J. V. Sheehan, Ann Arbor, Mich.

(4) *EVOLUTIONAL ETHICS AND ANIMAL PSYCHOLOGY.* By *E. P. Evans*.—Publishers: D. Appleton & Company, New York.

(3) *WUNDT'S ETHICS. Vol. I.* Translated by *Glover and Titchener*.

(2) *HALLUCINATIONS AND ILLUSIONS: A Study of the Fallacies of Perception.* By *Edmund Parish*. (The Contemporary Science Series).—Publishers: Charles Scribner's Sons, 153-157 Fifth avenue, New York. \$1.25.

(2) *THE APPLICATION OF PSYCHOLOGY TO THE SCIENCE OF EDUCATION.* By *John Friedrich Herbart*. Translated and edited by *Beatrice C. Mulliner*.—Publishers: Charles Scribner's Sons, \$1.50.

(2) *BIBLIOGRAPHY OF EDUCATION.* By *Will S. Monroe*.—Publishers: D. Appleton & Co., \$2.00.

(2) *REPORT OF THE COMMITTEE OF TWELVE.*

(2) *PROGRESS IN WOMEN'S EDUCATION.* By the *Countess of Warwick*.—Publishers: Longmans, Green & Co.

(2) *SLEEP: ITS PHYSIOLOGY, PATHOLOGY, HYGIENE, AND PSYCHOLOGY.* By *Marie de Manacine* (St. Petersburg). Illustrated. (The Contemporary Science Series).—Publishers: Charles Scribner's Sons, 153-157 Fifth avenue, New York. \$1.25

(2) *PORT ROYAL EDUCATION.* Extracts from Port Royal authors, with an Introduction by *Felix Cadet*. Translated by *Adnah D. Jones*.—Publishers: Charles Scribner's Sons, New York. \$1.50.

(2) *VITTORINO DA FELTRE AND OTHER HUMANIST EDUCATORS: Essays and Versions. An Introduction to the History of Classical Education.* By *William Harrison Woodward*, lecturer in Education in Victoria university.—The Macmillan Company, New York. \$1.75.

(2) *ARNOLD OF RUGBY: His School Life and Contributions to Education.* Edited by *J. J. Findlay, M. A.*, principal of the College of Preceptors Training college.—The Macmillan Company, New York. \$1.50.

(2) *STUDIES OF GOOD AND EVIL: A series of essays upon Problems of Philosophy and of Life.* By *Josiah Royce*, professor of the History of Philosophy in Harvard University.—Publishers: D. Appleton & Company, New York.

(2) *SOME OBSERVATIONS OF A FOSTER PARENT.* By *John Charles Tower*. The Macmillan Company, New York. \$1.75.

(1) *LA EDUCACION DEL NINO Y SU INSTRUCCION* (Escuela cientifica) Par *Victor Mercante*, Director de la Escuela Normal de Mercedes, R. Argentina.—Publishers: Mingot Y. Ortiz, Mercedes (Bs. As.), Argentine Republic.

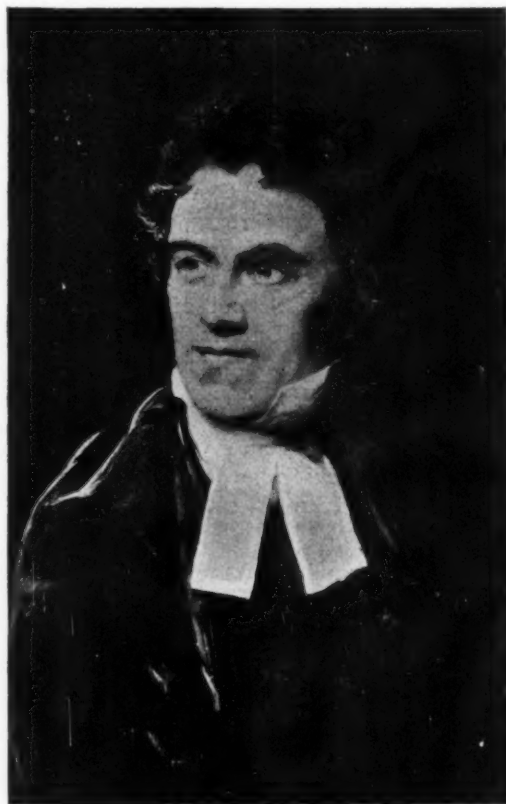
#### SEVEN VALUABLE BOOKS.

Miss Anna Tolman Smith, of the National Bureau of Education, has prepared a list of seven books giving nearly all of the titles most frequently mentioned, together with reasons for their claim to consideration. This may be of help to many readers and hence is given here in full.

#### 1. The New Psychology, by E. W. Scripture, Ph. D. (Charles Scribner's Sons, New York.)

The methods of experimental psychology are here explained in a style suited to the taste and capacities of the interested layman. Copious illustrations add vividness and exactness to the verbal descriptions. In spite of the title, the author distinctly disclaims the notion that mind and brain are identical (page 13).

As a popular treatise on the investigation of brain action by laboratory processes, the book is extremely valuable. A feature



Thomas Arnold. (Courtesy of "Current Literature.")

of particular interest is the summary of experimental psychology' inception and progress, in foreign countries.

The subject is presented throughout with clearness and candor and one rises from the perusal, convinced that it lies entirely outside the domain of psychology.

2. Psychology and the Psychosis of Intellect, by Denton J. Snider. (Sigma Publishing Co., St. Louis.)

Personality is here maintained as the central idea with which psychology has to deal. The chapter on Apperception is a clear exposition, analytic and synthetic, of a process in which teachers should be particularly interested.

3. Amid a copious Herbartian Literature, one must not fail to mention an English publication, "The Herbartian Psychology Applied to Education," by John Adams, M. A., B. Sc.

(Isbister & Co., Limited, London.)

A racy work which sets forth the kernel of many systems, the Herbartian included with a logic, sane distinctions, and a delicate, whimsical humor which betrays the Attic strain in the Scotch author.

4. Social and Ethical Interpretations in Mental Development, by James Mark Baldwin.

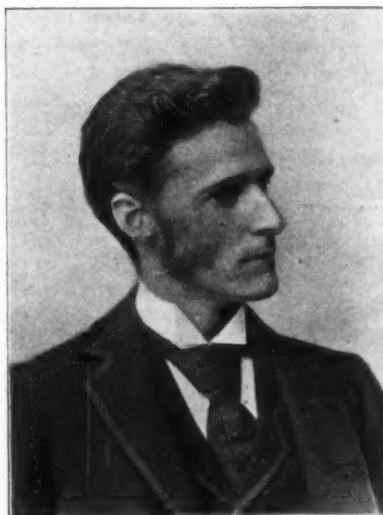
A fascinating study, rich in suggestions as to the import of childhood's impulses and processes and their ultimate outcome in social conscience, ideals, and habits.

5. The Psychology of Suggestion, by Boris Sidis, M. A., Ph. D. (D. Appleton & Co.)

An original and vigorous discussion of the subconscious self, made luminous by observations of pathological and hypnotic states.

6. Psychologic Foundations of Education, by Dr. W. T. Harris. (D. Appleton & Co.)

This is the clearest exposition of soul as a self-active principle to be found in the English language. Apart from the fundamental conception which is consistently developed throughout the work, it is particularly strong in the treatment of successive stages of intellectual activity as an unfolding or progress toward complete self-realization, and in the explanation of the concept as distinct from the mental image



Reuben Post Halleck, Louisville, Ky.

7. Wundt's Outlines of Psychology. For an excellent translation of Wundt's Outlines of Psychology, the educational world is indebted to Charles Hubbard Judd, Ph. D., of Wesleyan university. (Gustav E. Stechert, N. Y.)

8. The Meaning of Education, and other essays and addresses by Dr. Nicholas Murray Butler. (The Macmillan Co., N. Y.)

This brings together in convenient form seven characteristic articles from the pen of Dr. Nicholas Murray Butler. They show the fine grasp of historical conditions and the keen insight into the current tendencies which makes their author the most popular exponent of the spirit of the times. A. T. S.

#### ARTICLES IN PERIODICALS.

Of papers presented before national gatherings of educators in the past year, the one most frequently commended by *The School Journal's* correspondents is that by Prof Reuben Post Halleck, of Louisville, Kentucky, read to the Department of Superintendence of the N. E. A., at Chattanooga, in February last. An abstract was published in these pages at the time.

Among the educational articles of the year were enumerated the following:

"The Danger from Experimental Psychology" and "The Teacher and the Laboratory," by Prof. Hugo Münsterberg, "Atlantic Monthly." The first of these articles was condensed for *The School Journal* of Feb. 12.

"The Teaching of Number as Ratio, by Dr. E. E. White.—"Intelligence," reprinted in *The School Journal*, Dec. 25.

"Objections to the Teaching of Number as Ratio," by Dr. E. E. White.—*The School Journal*, Dec. 11.

"Care of the Adolescent Girl," by Dr. Mary Jacobi.—*Educational Foundations* for April.

"Demands of the Motor Activities in Education," by Dr. Edward R. Shaw.—*Educational Foundations* for February.

The series of articles on "Educational Psychology," by F. E. Spaulding.—*Educational Foundations* from September to June.

"The Primary Education Fetish," by Prof. John Dewey.—"Forum" for May. An abstract was published in *The Journal*.

"The Personal Influence of the Teacher," by J. J. Findlay.—*Educational Foundations* for March.

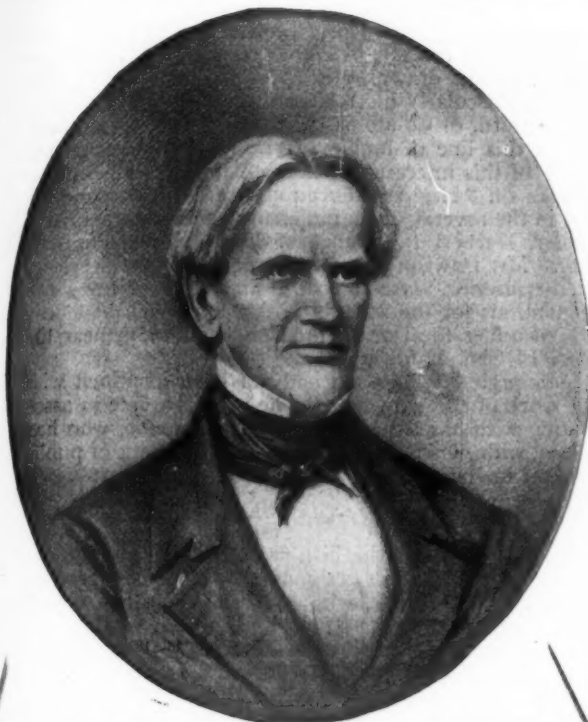
"Election in General Education," by Dr. E. E. White.—Paper read at the N. E. A., July, 1897. Reprinted in *Educational Foundations* for February.



Dr. E. W. Scripture, Director of the Psychological Library, Yale University.







Horace Mann, who first suggested the establishment of a National Bureau of Education.

## The National Bureau of Education.

By M. Stevens.



THE "Office of Education" popularly called "Bureau," has its purpose and duties defined by the law as follows:

"To collect statistics and facts showing the condition and progress of education in the several States and Territories, and to diffuse such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

It provides, further, that "the commissioner of education shall present, annually, to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which the office is established."

The idea of such an office was first publicly formulated at a meeting of the Department of Superintendence of the National Educational Association, held in Washington, February, 1866. A committee was appointed by that body, with Dr. E. E. White as chairman, to memorialize Congress on the subject, and the memorial, with a bill embodying its proposals, was presented in the house by Gen. James A. Garfield, February 14. It is worthy of note, that the Committee of Seven, to whom the bill was referred, reported it back, with a single amendment, providing for a "department of education," instead of a bureau, as proposed. In this form, the bill passed the house by a vote of two to one, and the senate, by a large majority, and was signed by Pres. Johnson, March 2, 1867. The conditions were not, however, favorable to the maintenance of the new department. The creation merely indicates how strong was the sense of national unity at that time in many minds, and the value placed upon the immaterial forces of the nation.

### THE FIRST COMMISSIONER.

The department was abolished by an act of July 22,

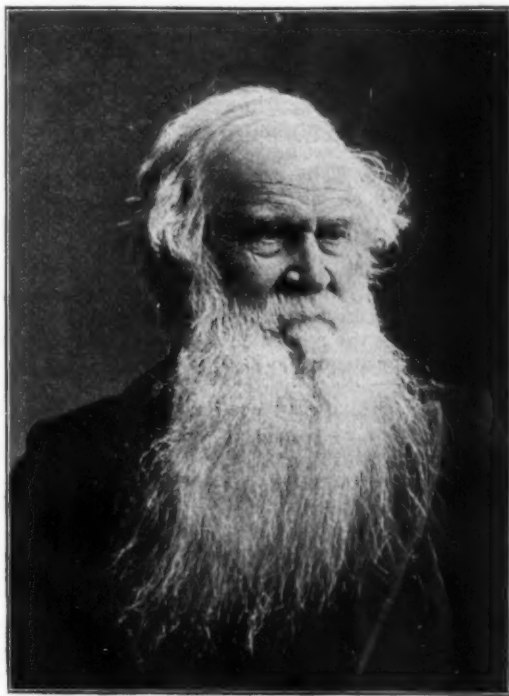
1868, and an "office of education in the department of the interior" was established, with the same objects and duties. The distinctive character of the office had been assured by the appointment of Hon. Henry Barnard, LL.D., as commissioner of education, March 14, 1867. Himself a pioneer investigator in the educational field, it was easy to outline, from his own works, the lines of inquiry to be pursued by the office. The special report on the District of Columbia, issued by Dr. Barnard in his official capacity, May 30, 1867, was typical. It presented a single educational condition in its relation to universal education and in the light of kindred social problems. Dr. Barnard resigned in 1870, but he left in the office the tradition of comprehensive and comparative investigation which has never departed.



Dr. E. E. White, Chairman of Committee of N. E. A., appointed to memorialize Congress on the establishment of a National Bureau of Education, February, 1866.

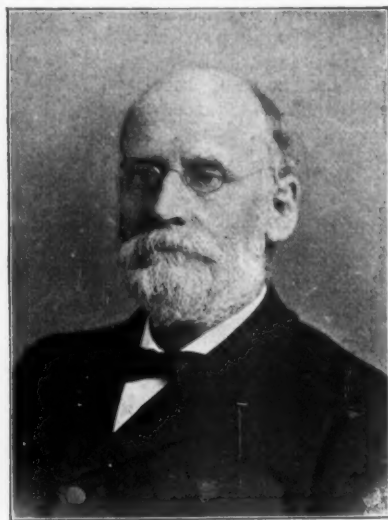
### GEN. EATON'S WORK.

Dr. Barnard's successor was Hon. John Eaton, LL.D., who was appointed March 17, 1870, by Pres. Grant. Commissioner Eaton entered at once upon the task of devising plans for collecting information. The difficulties of this undertaking are to-day almost inconceivable. Nothing was at hand, not even a list of the colleges of the country. No school reports and no school laws had been collected. Education had indeed been included in the census inquiries of 1840, and the subject had received more and more attention at every succeeding decennial period; but these investigations were limited and infrequent. It is now proposed to make the investigation annual and exhaustive. Many public school officials were indifferent to the effort; some even antagonistic. Private institutions viewed official inquiry with suspicion. In the South, the educational forces were disorganized, and everywhere state and sectional jealousies were easily irritated. To win the voluntary co-operation of these various conflicting or crude agencies was essential for the work of the



Hon. Henry Barnard, LL.D., First United States Commissioner of Education.

office; it had no power to compel response, and no precedents wherewith to inspire confidence. Fortunately, Gen. Eaton brought to this effort the advantage of a large acquaintance with men, both in public and in educational circles. Sympathetic, conciliatory, modest in the expression of his own opinions, disposed to give



Dr. William T. Harris, the present United States Commissioner of Education.

due weight to those from every source, mindful of the promise in small beginnings, he was wonderfully successful in these intimate, personal efforts upon which the work depended. It is noticeable that Gen. Eaton's first report, covering the year 1870, presented tabulated returns from twenty-one distinct inquiries. By 1873, the general method and the specific forms of inquiry were shaped, and these have sufficed ever since with such simplification or extension, as experience and the growth of educational provision have suggested. In formulating the inquiries, Gen. Eaton sought the advice of leading representatives in their respective departments, and in the final reduction and presentation of the matter, he was ably assisted by his chief clerk, Dr. Charles Warren, who, with broad culture and the resources of a capacious memory, united an exquisite sense of form and proportion and great skill in the graphic arts.

The results of a special inquiry into the relations of education and labor presented in the report for 1870 excited intense interest and greatly increased the influence of the office. The extent to which voluntary co-operation had been secured was strikingly shown by the celebrated report on libraries (1876), which was followed, in 1883, by a timely report on industrial education in the United States.

The earlier years of Gen. Eaton's administration saw the establishment of public school systems in the South, a work in which the advice of the office was constantly sought by correspondence and by conferences. Many of these conferences were held around the commissioner's desk, with the venerable Dr. Barnas Sears as the central figure.

Gen. Eaton resigned the official cares which he had borne through a long and critical period, in 1886. He had published, during the time, fourteen annual, and six special reports, sixty-five circulars, and a number of bulletins, and had prepared exhibits for six international and local expositions.

#### COMMISSIONER N. H. R. DAWSON.

His successor, appointed by Pres. Cleveland, Aug. 3, 1886, was Hon. N. H. R. Dawson, of Alabama, who brought to the office a high order of executive ability and a keen sense of official responsibility. He continued the work on the lines laid down by Gen. Eaton with

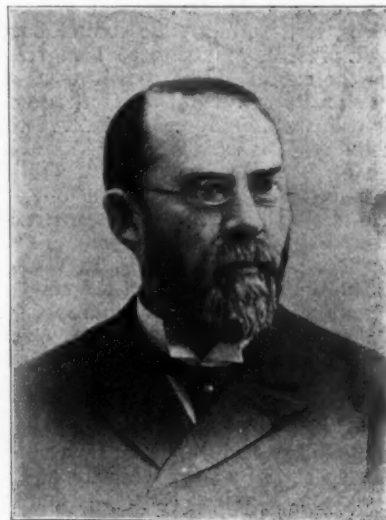
curtailment, especially in respect to foreign matter, and extension on the side of higher education. To this interest, he was drawn by his personal tastes and affiliations; particularly his relations with Dr. Frederick A. P. Barnard, of Columbia college, who was an enthusiast in this line of inquiry. The most important outcome of this interest was the valuable series of monographs on "Higher Education," prepared by specialists in the several states under the editorial supervision of Dr. Herbert B. Adams, of Johns Hopkins university. Mr. Dawson also, at the request of the secretary of the interior, formulated the first body of rules and regulations for the schools of Alaska, which had been placed under the care of the bureau of 1884, near the close of Gen. Eaton's term.

Although Mr. Dawson had not been identified with the work of common schools, he was fortunate in associating with himself Mr. John W. Holcombe, who had served with distinction as state superintendent of public schools in Indiana.

#### CONDITION OF THE BUREAU IN 1889.

Such, in brief, is the history of the office up to the time of Mr. Dawson's resignation. He was succeeded by Dr. W. T. Harris, who entered upon his official duties Sept. 12, 1889. The growth of the work in the two decades, 1869 to 1889, is indicated by the mere increase in the number of educational systems and institutions in correspondence with the office. In 1870, only 831 were recorded; in 1876, the number was 6,449, and in 1889, had reached nearly 15,000. In addition to the mass of correspondence to be cared for, the office by this time was in possession of a large library, which had been reduced to chaos by the removal and subsequent return of the office to the building originally occupied.

The statistics carefully collected and tabulated for nearly twenty years represented only the unrelated facts of our educational history. These records, it had long been recognized, must be co-ordinated and interpreted, but the method of this treatment had yet to be devised. There were, moreover, lines of investigation that had been foreshadowed merely in the earlier days, but which, in the progress of events, had become essential. Such in particular was the entire field of preventive and reformatory education, and the study of foreign systems, discontinued by Commissioner Dawson, but which could no longer be disregarded.



Dr. Sheldon Jackson, General Agent of Education in Alaska.

The formative period of the office had closed; it rested with Dr. Harris to develop its deeper possibilities. His conception of the office was set forth very clearly in his first annual statement to the secretary.



## DR. HARRIS' CONCEPTION OF THE OFFICE.

"The purpose of the existence of the bureau of education," said the commissioner, "as is evident from the act of Congress establishing it, is chiefly to collect and distribute information showing the present status of education in the several states and territories comprising this nation. At the same time, it is to collect and distribute information regarding the educational progress of other nations; especially those of Europe. In order to be valuable, the information should be systematic and clear; the statistics and other data should be digested, so to speak, in this bureau. School systems should be exhibited in connection with the needs and aims of the people who have established them. The means and appliances used should be compared with those used by other nations for similar purposes.

"Inasmuch as all supervision has for its great object the increase of enlightened directive power, by giving to each worker the benefit of the experience of others laboring in the same field, this bureau has a most important function, although the secondary function of direct control and centralized management of schools and school systems is not assigned to it, nor even contemplated as a thing in the least desirable under our form of government; for it is a distinctive feature of local self-government that it aims always to increase local directive power and decrease the necessity for central control in matters that concern the interests of the individual as much as they do the interests of the state or nation. Direct control by central authority is, therefore, avoided wherever practicable; but, on the other hand, this nation encourages all means and agencies for collecting and preserving the results of actual experience, everywhere co-ordinating the same, and giving the results in practical form to each locality, and to each individual, in such a way as to enlighten everyone who has new experiments to make, or even routine duties to perform. Each shall be placed in a situation to profit by the experience of all. Wherever there is local self-government, there is, of course, much experimenting on new lines. Each experiment is a risk, and costs much to the experimenter; but progress is possi-

## Child Studies of Artists. III.



Anna Fabricius Teaching the Children of the Poor.

Kaulbach.

## Child Studies of Artists. II.



An Unfavorable Report.

Meier von Bremen.

ble only on the condition that new methods are tried; but out of each hundred new experiments ninety and nine are failures. The whole world, however, is benefited by the one success. There is a maximum of waste when each person attempts new ways without inquiring what has been the experience of the race regarding those ways. The greatest progress is made, and at the smallest cost, when each person avails himself of the experiments of all his fellow-men.

"It is with this principle in view that our government has established, besides the bureau of education, the bureau of labor and statistics and the department of agriculture. Labor is not to be centrally directed and controlled by the national government; but it is to be studied as a whole by experts, and the conditions of labor at home compared with those abroad. These studies will tend to enlighten the real directive power, whether it be found in the individual, in corporation, in the sovereign states, or in the nation. The ideal of this nation is the diffusion of intelligent self-direction, not the centralization of it. But inasmuch as intelligent directive power implies a general survey of the entire field of operation, and the knowledge of whatever has been heretofore attempted in it, it is perfectly clear that there is a necessity for the central government to establish and maintain national bureaus charged with the function of collecting information as to home and foreign experience, and, after digesting this information, making it as widely accessible as possible."

This statement is an illuminating commentary on the law creating the office and attests once and for all the wisdom of the provision.

## THE OFFICE ORGANIZED.

To organize the office, to provide specialists for the more complete mastery of the material, and to make the library more easily available for the current demands were the efforts which first engaged the com-

missioner's attention. The force of thirty eight persons was organized into four divisions:

- a. The division of correspondence and records.
- b. The division of statistics
- c. The division of library and museum.
- d. The division of international exchange, for the comparative study of national school systems.

Certain members of the division of statistics and of international exchange, familiar with the general subject of education, but prepared by experience or equipment for particular lines of research, were classed as specialists. An editorial corps was also formed, including the specialists and certain other members of the two divisions named; the staff was also strengthened by the appointment of Dr. L. R. Klemm, as specialist in foreign educational systems, and subsequently by the addition of Dr. Stephen B. Weeks, trained to historical research at Johns Hopkins university. Outside of the divisions named, there is a specialist in art education, Mr. I. Edwards Clark, who was appointed to his present duties by the senate in 1889, having sustained important relations to the office since 1870; and the specialist in education, as a preventive of pauperism and crime, Dr. Arthur McDonald. This subject was provided for by Congress, in 1891, at the instance of Dr. Harris.

The work of Alaskan education entrusted to the office in 1884, near the close of Gen. Eaton's administration, forms also a distinct division.

Space and time were economized, and the work of the office further facilitated, by the division of the libra-

Child Studies of Artists. V.



Staying After School and Making the Best of It.



Going to School on a Rainy Morning. Geoffroy.

ry into sections. These sections, or departments, correspond to the specialties recognized, and are placed in the several rooms devoted to the same.

#### IN THE OFFICE BUILDING.

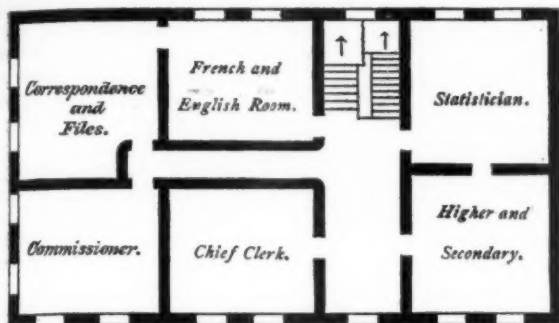
With this general statement as to purpose and organization, a detailed view of the current work will be intelligible. The office occupies a rented building on the corner of G and Ninth streets, N. W., facing the north front of the patent office. It is a plain, brick edifice, having fire-proof floors and a substantial iron staircase. The first three stories above the basement present substantially the same plan. A main hall divides the building unequally, two rooms on the right and four rooms on the left, with a small hall, running at right angles to the main hall. The building is heated by steam, is well lighted, and, although at this time, entirely too small for the requirements of the work, it does secure the quiet and seclusion essential to the proper performance of the duties of such an office.

#### IN THE COMMISSIONER'S ROOM.

A visitor will naturally ascend at once to the second story, on which is the commissioner's room, as represented in the diagram. He will be ushered in by the commissioner's messenger, "Frank," and if he has chosen the last hours of the official day for his visit, he will get a lively impression of the influence which the office exerts by correspondence alone. A hundred letters, more or less, are awaiting signature, and the commissioner will carefully examine each before affixing his name. The range of inquiry is wide and varied. The foreign division has possibly sent up a reply to a Congressman, or to the president of a state university, who wants the latest facts respecting the admission of American students to foreign universities; the statistical division has sent a copious memorandum, for the use of eminent foreign specialists—M. Levasseur, of France, or Signor Bodio, of Italy. A Western school teacher has asked how to get into the current of interstate student correspondence of which she has read in an educational journal. A county superintendent wants suggestions for a library of supplemen-

tary reading. An English professor, particulars respecting laboratory methods in psychology; and thus the stream of inquiry and response flows steadily on, the number of letters received and answered reaching 17,000 a year, and running up into twenty thousand in the years of special events, such as the Chicago Congress.

The commissioner's private secretary, Mr. Charles E. Waters, is at hand to make addenda, recall addresses, etc., and "Frank" stands ready to rush the letters through the press as rapidly as they are signed. An



2nd Story.

Floor Plan of the Offices of the National Bureau of Education.

hour earlier, Dr. Harris would probably have been found absorbed in dictating to the stenographer, Mrs. Evans, for a large part of the correspondents of the office are men in responsible positions—ministers of education, supervisors of state and city systems, leaders in new efforts, who seek to profit by the personal experience and advice of the distinguished chief of the office.

From the commissioner's room the visitor will naturally pass to that occupied by the chief clerk, Mr. Lovick Pierce, of Georgia, son of the well-known Bishop Pierce, of the Southern Methodist church. Mr. Pierce has inherited a bishop's relish for a joke, and carries a certain military precision into his multifarious duties, which prevents their getting mixed, no matter how many rush in upon him—telephone calls, vouchers, visitors, applications for documents from outsiders, for material from insiders, all at once, and as accessory to the general executive duties of his position. In a modest corner of the same room is Mrs. Miller, who had fifteen years' experience in Congressional stenographic work, and could fill a volume with racy stories of representative men of the nation.

#### CORRESPONDENCE AND RECORDS DIVISIONS.

Facing the commissioner's room is the room of the division of correspondence and records. The work of this division is principally to receive and distribute the mail; to care for the letters as they come in, by numbering, indexing, and filing them, and to write business letters.

The numbering of letters commences with the calendar year, and continues during the year. Letters are indexed in index-books by the numbers, under the name of the person writing or the institutions. After letters are answered, the replies are indexed by subjects.

Letters asking for documents are attended to in this division by simply addressing a franked slip for the document requested; this work requires the entire time of one clerk. The slip is then sent to the document-room in the basement, where two and three laborers are busily employed in wrapping the books and mailing them. On an average, these employees wrap and mail daily two large mailbags of documents. At times, when the annual report is distributed, the daily mail for documents runs from fifty to seventy-five bags.

Letters received in 1897 numbered over 16,000.

This division also attends to all vouchers relating to

the expenditure of the funds for the bureau, except the salary fund, which is under the control of the department of the interior, and the funds appropriated for education in Alaska, which is under the Alaska division.

All magazines, periodicals, newspapers addressed to the bureau are sorted over and distributed to the divisions where they belong, by the correspondence division, and newspapers having educational columns are here read and clipped for scrap-books.

Mrs. Hovey, who was appointed under Gen. Eaton, in 1878, presides over the room, and manages its business with dispatch and efficiency. She has the names and addresses of all the school men of the country at her tongue's end, and is personally known by a large majority of them. Miss Eleanor T. Chester, who occupies a desk in this room, was appointed in 1872, and in the early days of the office, when stenographers were wanting, was able, in the press of business, to do double work by her extraordinary power of writing equally well with either hand. This division, which is under the direct charge of the chief clerk, comprises, all together, five clerks and one laborer.

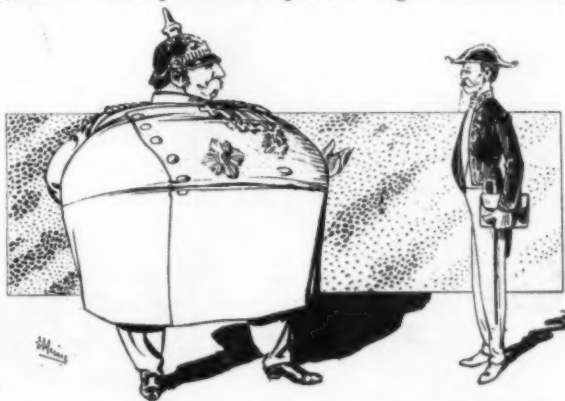
#### THE FOREIGN DIVISION.

Immediately adjoining, is the room devoted to the English and French section of the foreign division, which has been separated from the rest of the division by the growth of the material. The room is in charge of Miss Anna Tolman Smith, who was brought into the office by Gen. Eaton for editorial work in 1879, and entered at once upon a systematic study of foreign education. Naturally, in the re-organization of the office, she has been assigned both to the foreign and editorial work. Her assistant, Mrs. Nannie H. McRoberts, has charge of the ever-growing material of this section.

The remaining sections of the division of foreign exchange occupy the two rooms at the right of the main hall on the third floor. Over one of these presides Miss Frances G. French, specialist in the school systems of northern and eastern Europe, and thoroughly posted in the subject of woman's education. Dr. L. R. Klemm, the specialist already named, is in charge of the third room, which is assigned to the systems of central Europe. The three rooms of the foreign section contain the foreign divisions of the library, and, in addition to the research, compilation, and report work of the division, it performs the work of the foreign section of the library and museum. The division includes three specialists and two clerks.

#### STATISTICAL DIVISION.

The statistical division, which comprises about one-third the whole force of the office, occupies the two rooms at the right of the main hall on the second floor and two rooms on the first floor. It is in charge of the statistician, Mr. Alexander Summers. This division receives and tabulates the returns from the state school systems, from the 900 city and village systems, from 7,000 or more public and private high schools and



How Germany's Ministers of Education and of War would look if the budgets for military and educational purposes had any effect upon their physical development.



academies, and above 2,500 other educational institutions, including universities and colleges and professional schools. The work is done every year. In addition to this, the statistician and his assistants make special investigations. Last year the special work was the collection of statistics of libraries; this year the collection of kindergarten statistics is in progress. More than twenty different schedules are used in procuring the desired information from the various grades and classes of schools. Some years, as many as 40,000 statistical forms are sent out. The statistician prepares the schedules, superintends the tabulation of the returns and the summaries, and writes the introduction to certain chapters of the annual report. In addition to the regular statistical work, the division does much editorial revision and proofreading.

The work of collating the statistics of state systems is in the hands of Mr. Frederick E. Upton, who has reduced the statistics to a comparative basis. They now present, not only the current facts of our educational history, but at the same time the drift and rate of change from decade to decade, or, in reference to some particulars, from year to year. To accomplish this result, the statistics of previous years have been carefully revised. In their present form, the tables afford the most complete presentation that is anywhere made of a system of education in a great nation. Mr. Upton is also chief of the editorial force, which includes, all together, six persons.

Mr. James C. Boykin, the expert in city systems, has managed, with great efficiency, exhibits of the office at the Atlanta and Nashville expositions, and is now in charge of the exhibit at Omaha. The statistical division includes, also, Mr. Lewis A. Kalbach, in charge of the statistics of colleges and universities; Mrs. Frances A. Reigart, who is responsible for the statistics of about 3,000 private and secondary schools; Dr. A. E. Miller, in charge of professional institutions and chief of the proof-reading work, and that venerable literateur, Richard Malcolm Johnston—name beloved in the world of English letters—whose prevasive humor, naïve style, and penetrating observation, would be detected in the record of "Early Educational Life in Middle Georgia," even if his name were not affixed.

#### THE LIBRARY DIVISION.

The library division occupies four rooms on the third floor. It contains, in all sections, over 72,000 volumes

and upward of 100,000 pamphlets. The pedagogical collection proper is unique in many respects, including some very rare and curious old books on the theory of education, and a number of text-books in vogue in the schools of this country in the eighteenth century, and in the early part of the present century. The collection of educational journals of the United States is very complete, and the catalogues of the various institutions of learning form a special and valuable section of the library. The office endeavors to keep abreast of the best educational literature of the day, not only by the purchase and exchange of material, but by its card index of the leading articles in the educational periodicals of this country and Europe. This bibliographical feature, which has been kept up for some years, enables the office to furnish educational data of great value to its many correspondents. At various times, there have been published in the annual reports special bibliographies of timely interest.

Mr. Henderson Presnell is in charge of the library, and, in addition to superintending the labors of its working force, attends to a voluminous correspondence. He is especially interested in the growth of free libraries in the United States, which movement the office has done much to stimulate.

The assistant librarian, Mr. Henry R. Evans, has charge of the bibliographical and loan editions of the library. There are also two cataloguers, Mrs. L. J. K. Clark and Miss Sophie Nussbaum, and three assistants. The museum, which belongs to the same division, occupies the fourth story, but owing to the limited space and the perpetual drain of its collections for local and international expositions, effective display of its valuable material is impossible.

Three specialists of the office occupy desks in the museum story—Mr. Welford Addis, appointed in 1882 as agricultural college clerk; Dr. Stephen B. Weeks, and Dr. Arthur MacDonald, specialist in preventive education and criminology. The last named has at hand a choice selection of the instruments of precision employed in experimental psychology. He has published several monographs, and has in press for the office the results of tests of the physical, nervous, and mental conditions of 20,000 school children in Washington.

#### THE ALASKAN WORK.

The Alaskan work is in charge of Dr. Sheldon Jackson, who was appointed general agent of education in Alaska in 1885, and has won national renown by his ardent and heroic endeavors in that region. The assistant general agent is Mr. William Hamilton. One of the two is always on the field, while the other is in the office, attending to the enormous correspondence of the division, preparing the annual and special reports of the work, purchasing supplies, etc.

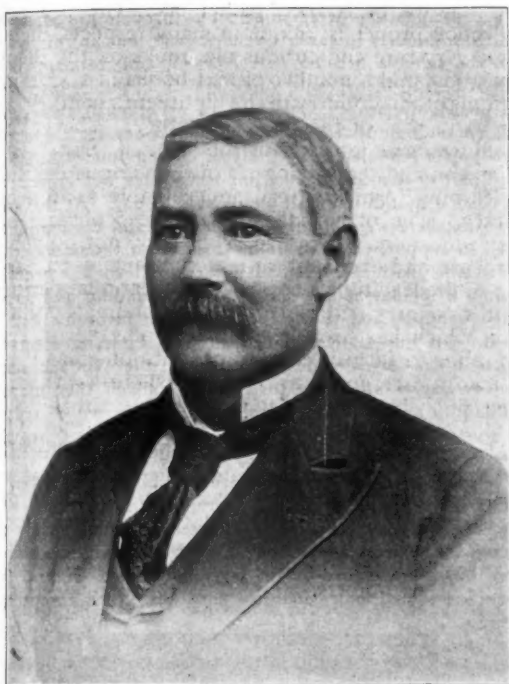
There are, at present, twenty day schools in Alaska under the immediate supervision of the bureau, with twenty-three teachers, and an enrollment of 1,267 pupils. The introduction of reindeer has added to the ordinary school routine an industrial feature of great value and interest, and, at the same time, doubled the work of the agents.

Between the general desire of our people to learn about the natives, and the newly-excited Klondike passion, the agents are literally besieged for information. The

#### Child Studies of Artists. VI.



An Interesting Story.



James M. Greenwood. Superintendent of Schools, Kansas City, Missouri.  
President of the National Educational Association, 1897-98.



Dr. Charles DeGarmo, Professor of Pedagogy, Cornell University,  
(Ex-President, Swarthmore College.)  
President of the National Council of Education, and of the National Herbart Society.

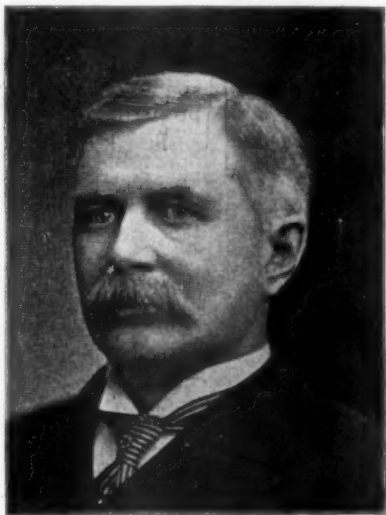
Alaskan room is on the first floor of the office, and is known at once by the characteristic maps, totem, and implements, which are in striking contrast to the beautiful specimens of Greek art in the opposite room. This is occupied by the specialist in art education and his assistant, Mrs. Foot, widow of Major Foot, of the U. S. army, whose gallant service in the Wilderness is part of our history.

Viewing, as a whole, the work of the office under the present administration, it is evident that the growth of information has been equal to the increase of educational agencies; meanwhile, the annual reports have been brought to date, and the record vivified by the comparative method and the ever-deepening insight of specialists. Above all, the reports are enriched by the discussions of Dr. Harris, whose aim it is to suggest or disclose the profounder relations of the current facts, their relation to other activities, the industries, arts, and forms of government by which man realizes

his social aspirations and makes national life firm and satisfying.

The importance of the office as a means of promoting and cementing national unity has been recognized by all the presidents from Gen. Grant to the present time. It has had firm support from leading members of the house and senate, and of both political parties; nevertheless, its appropriations have never been adequate for its duties. Last year the total appropriation for the current work was \$52,000, and for the Alaskan division, including the purchase and care of reindeer, \$42,000.

The most tangible and from some standpoints the most important result of the recent efforts toward simplification and subdivision of the office work, is the bringing of the annual reports to date. In less than nine years Dr. Harris has issued eight annual reports covering the years 1888-89 to 1895-96, both inclusive. They comprise sixteen volumes, and contain besides the matter prepared in the office many valuable



Pres. A. S. Draper, University of Illinois.  
Who will address the General Session of the N. E. A. on "American Universities and University Life, July 8.



Prof. G. W. Fitz, Harvard University.  
Who will discuss problems of "Hygiene of Instruction" before the National Council of Education, July 6.



Prof. M. V. O'Shea, State University of Wisconsin.  
President Child-Study Department, N. E. A.

papers contributed by specialists in our own and in foreign countries.

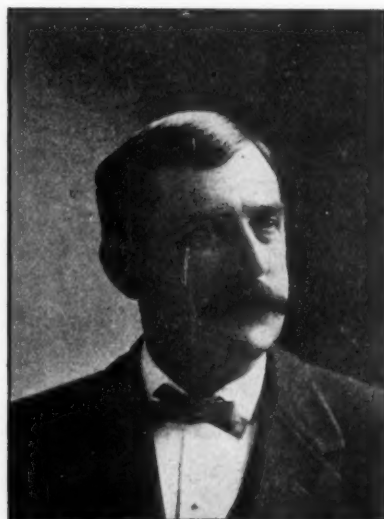
The report for 1896-97 will be in circulation some time in July or August, and the material for the report of 1897-98 is in part ready for the press. It would be impossible to expedite the matter further, as the returns from which the statistics are compiled cannot be filled up till the close of a scholastic year, that is, in some time between July and October. The indications are that the report for 1897-98 will be issued two months earlier than has been the case with that for 1896-97. This really is stealing a march on Father Time.

## The Schools of Washington:

### A Brief Historical Sketch.

By Jenny S. Campbell.

In early days, there existed in the capital city two public schools, of philanthropic origin, intended especially for orphans and destitute children. For a time, it was found that

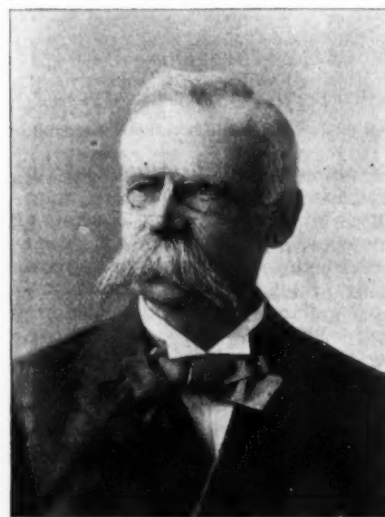


Supt. E. H. Mark, Louisville, Ky.  
President of the Department of Superintendence, N. E. A.

the accommodations were sufficient to provide for a few children from families in easier circumstances, but, in this way, in time, the schools became overcrowded, and, in 1845, it was thought best to incorporate a new system of public instruction. The board of trustees appointed to accomplish this scheme made an estimate that \$4,906.58 was necessary for the support of the public schools during the year ending June 30, 1846, and raised part of that amount by imposing a tax not greater than fifty cents a month upon all pupils able to pay. At the end of ten years, there were twenty-four schools, and the amount required to support them was almost eighteen thousand dollars.

Then the trustees presented a memorial to Congress, requesting a regular appropriation for the building and support of new schools, and the following year a favorable bill was passed. On July 4, 1864, the first school building erected by Congress was formally dedicated. This, the Wallach school, stands to-day, a monument to Richard Wallach, then mayor of Washington and ex-officio president of the board of trustees. The second school erected was the Franklin building, in which Supt. Powell now has his office.

Washington school buildings are not magnificent, but numerous. Many cities boast far more beautiful structures, but none have more roomy and healthful accommodations for their children. The stars and stripes wave from over one hundred school buildings, owned by the government, and several large edifices are rented for educational purposes. In different quar-



Wm. B. Powell, Supt. of the Schools of Washington, D. C.

ters of the city are five high schools, four of which carry pupils beyond the college-preparatory work, the other fitting them for commercial life.

The appointment, twelve years ago, of Prof. Powell, as superintendent of schools, caused very important transformations in method. Under his wise, determined efforts, the system has reached a development unsurpassed by any city of the country. No corps of teachers receive more kindly and valuable guidance than Supt. Powell's. His visits to the school-rooms, where he seems to grasp every situation at a glance, are an inspiration alike to teacher and pupil, and his grade meetings, occurring frequently during the year, are invaluable to instructors.

Mr. Powell's efforts are supplemented by the services of eight supervisors, each of whom has direct government of the division under his charge.

Advertisers have put forth a special effort in this Souvenir Number to attract the attention of readers. The materials they offer are largely essentials to the best work of a school or teacher. When writing them for information or catalogues, please mention **THE SCHOOL JOURNAL**.



# Miss Willard as an Educator.

By Jane A. Stewart.

So much has Miss Willard's public work in the advancement of temperance overshadowed her previous career that we are apt to overlook the earlier labors in which were laid the foundations for her life work. She had, in fact, completed a career before entering on the work for humanity, through which she became prominent and beloved the world around. Though we usually think of Miss Willard as author and editor, poet and teacher, leader and reformer, yet throughout her life she never ceased to hold the relation to the world she had first assumed—as teacher and learner. Under the broad stream of her life endeavor ran the current of principle, set in motion by the active, consecrated teacher and untiring student.

"Not to be at all, or else to be a teacher was the alternative presented to aspiring young women of intellectual proclivities when I was young," wrote Miss Willard regarding her first entrance on her life work.

A young woman of remarkable mentality, fresh from school, urgent to be up and doing, the home nest could not long cage her pent-up spirit, restless with the knowledge of its own powers, and filled with desire to serve the world.

Of her experience at this stage of life, and that of all young women similarly situated, she has aptly said: "This period is, perhaps, the most difficult in a young woman's life. She has not yet found her vocation. Friends wait and watch. Maternal fears and paternal hopes. It is a time full of unuttered pathos for a gentle, refined, and modest girl. The truth is, she ought never to be put in a position so equivocal—one whose tendency is to tinge her soul with at least a temporary bitterness. Girls should be definitely set at work after their school days end, even as boys are, to learn some bread-winning employment that will give them an independent status in the world of work. Better still, this education of the hand should be carried on for both, side by side with that of head and heart."

We catch the spirit of her impulses in words like these flowing from the earnest, eager heart of the girl student, penned in her journal: "Single handed and alone, I should like to try my powers; for I've remained here in the nest, a full-grown bird, long enough, and too long. It is an anomaly in natural history!"....."If I become a teacher in some school that I do not like; if I go away alone and try what I myself can do and suffer, and am tired and lonesome; if I am in a position where I must have all the responsibility myself, and must be alternately the hammer that strikes and the anvil that bears, but always one of them, I think I may grow to be strong and earnest in practice, as I have always tried to be in theory. So here goes for a fine character."

Braving the stern father's strongly-expressed, conservative dislike to having his daughter work, and her wise, sympathetic



Prof. Jacques W. Redway, Geographer, Mount, Vernon, N. Y. Will address the General Session, N.E.A., July 9, on "Influence of Topography and Climate on the Historical Development of the United States."

mother's mild protest to her plan, with quiet, firm determination, she secured a country school and entered, in a modest way, upon the profession in which she was to score such signal success, and lay the foundations of future greatness.

Soon after, we read in the diary of the young teacher:

"I have been trying to think why I go away to this new work so soon. I only know that I have some dim sense that it is right and best. Certainly, it is not the happiest; but I have come to believe that it is well for us—well for our characters, those beautiful fabrics we are weaving every day—to do those things that do not make us happy, but only make us strong."

It will be remembered that those were the days of corporal punishment. Referring to her early experience, which she has so ingenuously related in the interesting autobiography, "Glimpses of Fifty Years," she said:

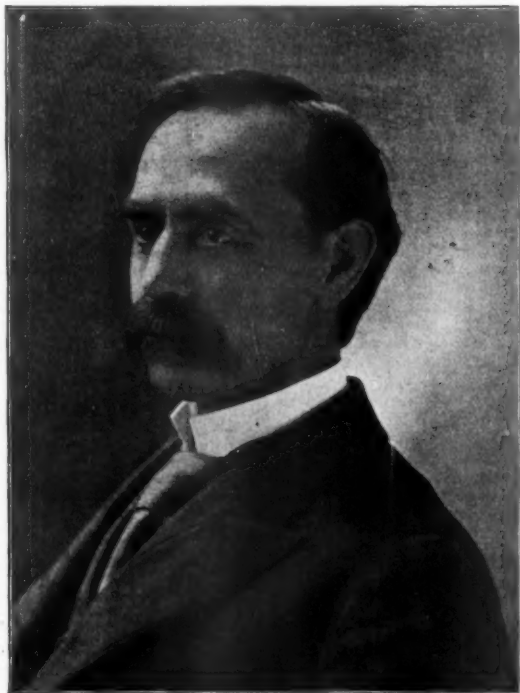
"Fathers would come to the door with a bit of a stick, asking me to beat their children with that particular one, which was the only form of aristocracy recognized in my institution."

Miss Willard, however, did not remain long as teacher in a district or public school. She soon attained positions of educational prominence, until at the close of her teaching career she occupied the influential and important post of dean of the Woman's college of Northwestern university. During the sixteen years of her labors as an educator, she taught in eleven institutions in six different towns, her pupils numbering about 2,000 in all. These included a district school near Janesville, Wis.; public schools in Evanston and Harlem; Kankakee academy; her Alma Mater, the Northwestern Female college, Evanston; Pittsburg, Pa., female college; the Grove school, Evanston; Genesee Wesleyan seminary, Lima, N. Y.; Evanson College for Ladies, the Woman's college, and the Northwestern university.

Miss Willard brought to the work of the teacher the strong, contrasting traits, early developed, which dominated her character—love and resolution. She was an ideal disciplinarian, winning the love and respect of those she taught. Under the sun of her genial sympathy and quick appreciation, the latent abilities of her pupils blossomed fruitfully. Each was spurred to the best that was in her—the same inspiring effect which won the leader such success in the great school of women whom she later directed in the study of methods for the world's betterment. Right instruction, wise management, affection, counsel, and aid were all included in the teacher's art, as she interpreted and exemplified it. She was not a teacher in the narrow, technical sense, but became the guide, philosopher, and friend of her pupils.

Development of character was her constant care, for she recognized that "character is higher than intellect." The question that was continually kept before her girls was not "What are you going to be in the world?" but "What are you going to do?" So that after six months, under her tuition, each had a definite idea of a life work. One of her pupils, now the wife of a college president in the South, says:

"In the most important part of her work as an educator—the development of character—I doubt if she ever had a superior; and but for Arnold, of Rugby, I should have said an equal. Her power over the girls who came under her influence was most extraordinary. It is an amusing fact that some people regarded it with a mixture of wonder and fear, as something a



Dr. Edward R. Shaw, Dean of the New York University School of Pedagogy.

Who will address the N. E. A., July 8, on "The Essentials of English Composition to be Taught in Elementary Schools."

little allied to witchcraft—an inexplicable spell not founded in reason. She was always planning for our happiness, and would go to any amount of trouble to gratify us. Then she was always reasonable; she never insisted that a thing must be, simply because she had said so, but was perfectly willing to see and acknowledge it if she herself was in the wrong. Her ideals of life and character were very high, and she succeeded in inspiring her girls with a great deal of her own enthusiasm. I never lived under such a constant, keen sense of moral responsibility, nor with such a high ideal of what I could become, as during the years in which I so proudly called myself one of her girls."

With the simple modesty of greatness, Miss Willard never looked to herself for the secret of her power, but spoke with warm affection of "the bright and winsome pupils who helped me to succeed." The comments in her journal at this period give us glimpses of her tenderness, and her consecrated desire to lead and uplift the young women in her charge: "I have had several homesick girls to look after. I pray that I may do them good in all true and pleasant senses. . . . At devotions in the morning when I read and pray before them, I feel a thrilling desire to help them toward eternal life."

She constantly visited the girls in their rooms, and almost always knelt with them, to ask God's blessing. It was at Lima that she introduced "the church roll talks," having the young ladies all to herself in the huge old chapel, and, after calling the church roll, to know if they had been in attendance punctually upon the Sabbath day, she says:

"I talked to them in a familiar, sisterly fashion about all sorts of things interesting to them and to me. It was an hour of genuine pleasure on my part, and they professed to like it, too."

Her pupils now passed beyond this loving sympathy. Even in her busiest years, she found time to correspond and keep in touch with many of them.

For the moral development of her girls, Miss Willard labored systematically, and with loving tact. She propounded such queries as the following:

"How do we know right from wrong? What is the difference between morality and religion? How do we know that the Bible is true?" drawing from her own deep cisterns of faith and religious experience in making these things intelligible.

"One of my pupils, Josie, is sitting with me," she writes in her journal, "and I have made her talk, trying to draw her out a little, in a friendly way, asking her if she likes her studies; if she likes to learn new things; if she likes to read refined books; if she loves people; if she tries to make them love her; if she tries to do them good; if she has ambitions, and what she expects from life. . . . She lets me into the history of her life, which has been sorrowful, and we make a few wondering remarks over God's Providences. . . . As I turn to leave the room, she kisses me and says, 'You are the first one that has talked to me about being good since I have been in this school. I wish you would do so often.' I go back to my room, praying that I may love all these girls and they me, and that I may do them only good."

Originality of method characterized Miss Willard's work as a teacher. But most noted of the offsprings from her fertile brain and wise heart was her plan for self-government, which has been widely introduced into educational institutions. Briefly described in her own words before the Woman's Congress in New York, in 1872, this novel and successful plan embodied the principles of "rules for the unruly."

"I open a 'Character bank,' of which the faculty act as directors, in which the 'deposit' is reputation, of which each student may accumulate as much as he will, and on which he may freely draw, his paper being honored at sight, and discounted only when his debt exceeds his balance at the books. Self-government is, then, the noble possibility of each; the eagerly-sought goal of every student and the exemplars of the school are 'the tried and true,' of whom it is openly declared that 'unto such there is no law.' I know these are advanced positions, but they are not the result of dreamy theorizing, nor the mirage of an unvisited Utopia."

As might have been expected, a fearless leader in the world's thought, as Miss Willard has proved to be, did not hesitate to express her radical and progressive ideas regarding the education of young women. It was always her idea that young women were peers of young men; co-education would refine the one and develop intellectual power in the other. She believed, too, that women should be a force in higher education, not only as students, but as professors and trustees. She says: "I would organize a school as the national government is organized—the college president and faculty being analogous to the supreme court—and would make the discipline of our young people's formative years a direct preparation and rehearsal for their participation in the government of their country later on. This would leave the minds of teachers free to develop their specialties of instruction, and to lay deep and broad foundations for the ripe scholarship that is the glory of a great seat of learning. Moral horticulture at home and at school must always be the basis of success in developing Christian character among students, but participation in the government would place them in organic contact with the wisest and most parental minds among their teachers, and thus head and heart culture would go on side by side."

Like a flash it came to her, when, with her pupils gathered around her, she planned something in which they all were interested, that just what was happening then in the way of aroused enthusiasm and unified purpose might just as well involve thousands instead of scores; but how?

"Nineteen Beautiful Years," the touching story of her sister's life, and many articles had been written during interludes of teaching. Talks before her schools, missionary societies, and class meetings had evidenced the richness and purity of expression, and the command of language possessed by the gifted teacher. Her experience had given her a wide knowledge of human nature. A lady once asked her, when she was about to go before a great audience, "Aren't you frightened? Doesn't it make your heart beat faster to step out, one lone woman in sight of that great amphitheater?" The self-controlled teacher replied with characteristic readiness: "You never taught the Freshman class in Northwestern university or you would not expect one who has done that to be frightened at anything."

Miss Willard's interest in the temperance reform had been awakened by the news of the Woman's Crusade in Ohio. "She was not in the crusade, but the crusade was in her." "It occurred to me," she said, "and, strange to say, for the first time, that I ought to work for the cause just where I was—that everybody ought. Thus I first received 'the arrest of thought,' concerning which in a thousand different towns I have since then tried to speak; and I believe in this simple change of personal attitude from passive to aggressive lies the only force that can free this land from the drink habit and the liquor traffic. It would be like dynamite under the saloon if, just where he is, the teacher would instruct his pupils; if, just where he is, the voter would dedicate his ballot to this movement, and so on through the shining ranks of the great powers that make for righteousness from father and mother to kindergarten toddler; if each were this day doing, what each could, just where he is." Applying this principle to her own daily work, temperance topics were given for essays and debates; and concerning the result, she wrote: "Never in my sixteen years as a teacher did I have exercises so interesting as in the crusade winter—1874."

Soon afterward came the close of her life chapter as a teacher. She resigned her position as dean of the Woman's college and professor of aesthetics in the university at Evanston, because a system of government was forced upon her pupils which she could not endorse. "I will not waste my life in friction," she said, "when it can be turned into momentum."

Putting aside the tempting offers to other educational institutions, she followed the impulse to enter upon the career for which her conscientious and glorious work as an educator had so adequately prepared her. The future can only show in the light of the Divine plan for the world's redemption from sin,

"How the bold teacher's doctrine, sanctified

By truth, shall spread throughout the world dispersed."

## Rebecca Davis Rickoff.

The death of this notable educator and philanthropist, Jan. 4, 1898, in this city, will have caused emotion in many wide circles; especially in those where the scope of thought was generous and expanding. She was graduated from the Hughes high school of Cincinnati at the age of sixteen, being the valedictorian and the class poet; at the age of nineteen she entered upon teaching, and after three or four years' experience, was married to the superintendent of the city schools, Andrew J. Rickoff. She at once began to study educational questions, and to co-operate with her husband in his professional work.

Mrs. Rickoff, it was soon apparent, had a marked originality, and this led her to express herself in essays and addresses. Some of the titles of the latter are: "The Influence of Literature in Education," "The Redemptive Power of Art," "Moral Training of School Girls," "Intellectual Reading." She was well known to the members of the National Educational Association, before which she gave several of her addresses.

When Mr. Rickoff was chosen superintendent of the Cleveland schools, her influence began to be widely felt in the educational circles of that city. She early comprehended the importance of the kindergarten question, as portrayed in the educational press; by her efforts, Miss Elizabeth Peabody was induced to come and present its features. Mrs. Rickoff considered a kindergarten a necessity, and worked for its establishment with her characteristic zeal and energy.

For eight years, Mrs. Rickoff gave addresses to teachers on "Nature Study," "Child Study," and "School Management," not precisely under the names now applied, but presenting ideas and principles that greatly aided in giving the Cleveland schools the high standing in the land they began to have soon after the advent of the new superintendent. About 1873, in conjunction with Miss Keeler, she began to issue the leaflets so well known to the teachers as "Every Monday," and "Monday Morning," designed for supplementary reading. It began to be felt that the movement which was soon to agitate the

country, under the title of "The New Education," was in operation in Cleveland; at all events, that experiments were being made there of an unusual kind, and a state of expectancy had been aroused that would not longer be satisfied with the old routine of the school-room. This condition of things must be borne in mind in attempting to understand the mind of Mrs. Rickoff. No one can comprehend her or her work without a knowledge of the times in which she lived. The contributions she had already made toward solving problems of improving educational methods led to further investigation and further attempts at improvement.



Mrs. Rebecca Davis Rickoff.

She possessed a fine literary taste, and discovered the weakness, narrowness, and meagerness of the school readers then in use. A series of readers was proposed, to be edited by Supts. W. T. Harris and A. J. Rickoff, and published by the firm of D. Appleton & Co.; but the greater part of the work on these was done by Mrs. Rickoff. The appearance of "Appletons' Readers," as they were termed, challenged immediate attention; they were one of the means of continuing the agitation that had begun; their sale was remarkably large; they were the first drop in the great shower that soon began to fall from the presses of text-book publishers.

Mrs. Rickoff also prepared a Reading Chart, and a supplementary First Reader; she contributed to educational journals, read papers at the state and national associations of teachers, and in many ways was felt as a distinct force in the educational world.

Mrs. Rickoff was interested in all movements and combina-



Miss Emma Davis, Supervisor of Primary Methods, Cleveland, O. Sister of the late Mrs. Rickoff.

tions that looked to the betterment of mankind; she took part in the Young Women's Christian Association, in literary clubs, women's congresses, social science associations, industrial educational associations, and in various philanthropic efforts.

She visited Europe with her daughter Bertha, and on her return, went to Washington state, to the home of her only son, William Monroe. His sudden death by drowning gave her a shock from which she never fully recovered. After spending several years at the West, with the hope of banishing this great sorrow, she returned to New York city in 1896, and undertook to prepare some work for the press; the shock to her nervous system was too great to be overcome. She struggled along bravely for a time, and then sank to her rest.

Mrs. Rickoff was an example of what the study of education will do to give power and influence to the human mind. There are many thousands of women who have had the opportunities she had, but who were the same at the end of their lives as at the beginning. They give as an excuse, that it is impossible for the teacher to amount to anything; but they do not study the principles of their profession; they do not keep themselves informed of the great strides the educational movement is taking; they fail to avail themselves of the many opportunities open now to teachers for self-culture, as well as for professional study; they continue in the way they began, and the great stream rushes by and leaves them stranded and hopelessly behind in the race.

Mrs. Rickoff made it her pleasure and her duty to have the school-room better off because she had lived in this world. She considered the subject of education in its large relations; she gathered numerous books and papers relating to it; she made it her object to prepare materials to render the work of the teacher and the effort of the pupil more effective.

With all her literary and educational work, rather on account of the high value of these, Mrs. R., wherever she located, was soon recognized as a woman of culture and power, and accorded an honored place among the leaders of the social, the literary, and the philanthropic, as well as the educational world; and wherever she went she gained for all teachers, through herself as a representative teacher, the recognition and appreciation which is their due.

## Edward Austin Sheldon.

By Mary Sheldon-Barnes.

(Born 1823; founded Oswego Normal and Training School 1861-'65; died August 26, 1897.)

My father's work and his life all center about the beloved school whose destinies he determined from 1861 to the day of his death. The Oswego schools during all that time stood as an experiment station in Pestalozzian method, and as a group of vigorous and original personalities, all working with wonderful devotion to their leader, whose loving heart and progressive will was felt through every day in every act.

My father's work at Oswego began among a population, not only poor, but ignorant, careless, irreligious, to a degree, and housed in the most miserable shanties. With some of his young friends, active in business, he founded an "Orphan and Free-School Association," with the object of starting an orphan asylum and a few free schools for the poor. The movement was wholly religious and philanthropic in its spirit and purpose, and looked to the churches chiefly for aid. Sufficient interest was aroused to enable them to rent a room and fit it for a school, of which my father most reluctantly consented to be master, on the assurance of all concerned that they would surely abandon the whole enterprise unless he would undertake this vital part of the work. When asked what salary he wanted, he replied, "It will cost me about two hundred and seventy-five dollars to live, and this is all I want." They gave him three hundred dollars, and so, in 1848, my father entered on what afterward became his chosen career. I do not think any part of his life had so warm a place in his heart as this. If he ever boasted of anything, it was of this first school. Utterly without experience, almost without a plan, he found himself face to face with one hundred and twenty "wild Irish boys and girls of all ages, from five to twenty-one," utterly rude and untrained. Yet, he always said that they gave him "no trouble;" they were held in order and kept to their work by the genuine love he bore them.

This was the beginning of the public school system in Oswego, although it was not destined to immediate development. There was a strong local opposition, which succeeded in quashing the movement for free schools for some three years. Meanwhile, while yet a teacher of his beloved "ragged school," my father had married Miss Frances Stiles, and to this union he always accredited—and, to my mind, truly—a large part of his success. My mother was not only beautiful and accomplished in all social graces, but she had great fortitude of character, wide and warm intellectual interests, and an unusual education for a woman of her generation. She had need of all those gifts; for she was not only to be the mother of five children, but the helpmeet of her husband through years of poverty, of hard, and often excessive, labor, of all the opposition and friction which his original and determined character was to bring upon them. But her soul was pre-eminent in cheerfulness, in courage, in faith and love, and my father always found in his home happiness, brightness, and complete understanding and faith—secret sources of unflinching energy and strength.



In the temporary defeat of the free-school party, my father tried to start a private school; before it was fairly begun he obtained the appointment of superintendent of public schools in Syracuse. During the two or three years in which he held this office, he consolidated, graded, and organized the lower schools, brought together various ill-kept collections of books into a central library, to-day one of the most flourishing and



Edward Austin Sheldon.

valuable possessions of Syracuse, and gave the impulse and the plan which resulted in the foundation of one of the finest high schools in our state.

The free-school party, of Oswego, meanwhile, being "in harmony with the constitution of things," had come to the day of their success, and called my father back, to organize and shape their new system. In May, 1853, he became the first superintendent of schools in Oswego, and in September the schools were ready to start. There was one class of population, however, still unprovided for, that had a warm place in my father's heart, since the days of the "ragged school." These were the sailor lads, idle from December to April, while the lakes were ice-locked. For them he organized what he called "arithmetic schools," rough-and-ready, ungraded schools, where arithmetic was the basis of the work; and, in 1859, a similar school, the first of its kind, was organized, to meet still further the needs of irregular laboring people.

The schools were organized; his active mind began to reflect on their curriculum and method; and to his fresh and practical insight, they seemed not to meet the actual needs of human nature. He felt that they were a long way off from the real world of matter and force; that children were naturally and righteously interested in the objective world, in their own bodies, in their vital relations to things and each other. In this mood he visited Sorrento, and there saw—not in the schools, but in a museum—a collection of teaching appliances from the Home and Colonial school, in London, that seemed to suit his sense of fitness. Well do I remember the delight with which he returned from his visit, importing samples of what he wanted.

The dark shelves of the little closets opening off from the dingy office where my father worked all day were filled with wonders delightful to my childish eyes, and to his own as well. We used to talk them over—colored balls and cards, bright-colored pictures of animals, building blocks, silk-worm cocoons, cotton-bolls, specimens of pottery and glass.

In the annual report for that same year, ending March 31, 1860, appeared an epoch-making program, laid out along distinctly Pestalozzian lines. This program contained conversational exercise, moral instruction, physical actions and employments, lessons on form, color, size, weight, and number, animals, human body, common objects, gymnastics, singing, and drawing, as well as reading, writing, and spelling. In connection with it, my father wrote this paragraph, which admirably embodies his whole ideal and philosophy of practical instruction:

"In this plan of studies the object is not so much to impart information as to educate the senses, and awaken a spirit of enquiry. To this end the pupils must be encouraged to do most of the talking and acting. They must be allowed to draw their own conclusions, and, if wrong, led to correct them. The books should only be used for reference, and as models for the lessons to be given. The children should be allowed to have two short recesses, of ten minutes each, morning and afternoon, and gymnastic and singing exercises should be frequently introduced, to give change of position and rest to the children, and keep up an animated and pleasant state of feeling. The younger children should not be detained at

the school building to exceed four hours each day; and the older ones may be excused as they get through with their exercises."

When this program was offered, the board of education trusted and "stood by," the teachers were frightened, the parents were unconscious, or astonished and doubtful, the children rejoiced. My father was immediately drawn into the work of helping his teachers; he was constantly with them in their school-rooms; he met them every Saturday morning for a long discussion of their needs and troubles. By the end of the year everyone felt the need of a special training class for teachers who were to do this real sort of work; and they naturally looked for a trainer to the Home and Colonial training institution in London, a school founded by a pupil and friend of Pestalozzi. It is characteristic of the courage of my father's nature that he proposed to import such a trainer, even on the hard condition named by the board, that it "should not cost the city a single cent;" and it is characteristic of the devotion felt for him by his fellow-workers that he was able to persuade many of his teachers to resign a part of their meager salaries to pay this importation, in lieu of the instruction they should obtain. In this way and others the money was raised, the London trainer came, and the training work began in May, 1861, in the form of a city training school—the first of its kind. This soon broadened to a training school for primary teachers, and in 1865 it was incorporated as the Oswego State Normal and Training school, with my father as principal, and Herman Krusi, a former teacher in the Home and Colonial, the son of one of Pestalozzi's closest associates, as a living link between him and Pestalozzi.

These years, from 1860 to 1865, were the epic years of my father's life, and perhaps were stirred into higher activity by the fact that they were epic years in the natural life. He was determined to enlist for the war, but was rejected for physical reasons; but every day of the long struggle was watched with the highest interest, often rising into excitement. I believe he found it easier to live through these hard and stirring years of his own life. This story has often been told in connection with his school; the violent opposition of the older school men, the distrust and fear of the Oswego parents, the committee of investigation appointed by the National Association, their favorable report, the national interest at length awakened in Pestalozzian methods, and in the training of teachers. Through all, he was supported by the warm devotion of a group of friends in his faculty and board who believed in him with all their hearts. With all this active life of the reformer, organizer, and propagandist, my father was engaged as an author, as well. In 1862 the Scribners brought out his "Manual of Elementary Instruction," and in 1863, his "Lessons on Objects." Nor did he drop his superintendency of the Oswego schools until 1869.

It will be readily understood that my father's day was a busy one. He invariably rose at five, and, after lighting the fires, wrote or studied until a seven o'clock breakfast. After this, he was off for his schools, taking with him his children and a cold lunch, returning home at 5 or 6 for dinner; he generally spent two hours or more in study of work before retiring at 10 or half past. These studies were of the most various sorts; sometimes the relation of subjects in the curriculum; sometimes readings in Hamilton, or Spencer, or Locke; sometimes



Mrs. Mary Sheldon Barnes.

"Barnard's Journal"; sometimes Harris' "Insects Injurious to Vegetation." This latter book was quite a classic with my father and me. We would sit in an unfurnished room of our unfurnished house on an evening, with the light burning, so as to attract insects in at the open windows. Since our house

was in the woods, just broken by clearing, we would soon have a delightful collection of moths, beetles, and flies, which we caught, killed, and then tried to determine by comparison with his book, an operation in which my father found me an enthusiastic, rather than valuable, assistant. This keen and special interest in insects came about from the fact that my father's own work in the young training school was for some time zoölogy, and he saw that, with masses of children, insects gave one of the easiest and most inviting entrances to the whole domain of organic life. This idea, however, cost him much persecution and ridicule in various quarters, from those who could not readily understand the connection between grasshoppers and a well-educated child, not knowing grasshoppers very well themselves.

My father delighted in his work; rejoiced in it; so that he felt the need of recreation less than most men. Still he found it in his family, in his orchard, in trimming the trees of the natural grove by Lake Ontario, where he had planted his home. He had, moreover, a strong and sustaining religious life, which gave him faith in the righteousness and value of life, and not a week passed by without its seasons of earnest, solitary prayer.

Nothing succeeds like success. With 1865, honors and prosperity began to come. In 1862 he was elected superintendent of the schools in Troy, but he resigned the honor, although the place was more important and central than Oswego, and the salary larger by some hundreds than that he then received, for the simple, but sufficient, reason that he felt that his training-school work was not yet ripe for an independent life; the books on methods not only stirred up teachers throughout our own country, but had a large sale in England itself, we heard; Oswego became a sort of educational pilgrimage-point; in 1865 came the formal action of the National Educational committee, endorsing the Oswego methods as sound; in 1867 my father was invited to found a pedagogical department in the University of Missouri, and in the same year he was strongly urged to become principal of the State normal school in Albany. Nothing is more characteristic than the way in which my father refused these offers. In answer to the Albany offer, he replied:

"I have endeavored to put myself in a position of willingness to pursue the line of study, without any reference to personal inclinations, seeking simply to know my Father's will, and to do it. I am told positively that should I leave, all further effort for this school will be abandoned, and that it cannot be sustained. I know much remains to be done for this school; there are others who can do this as well as I, but this makes little difference as long as the feeling is such as it is. It would not be right for me to jeopardize the interests here, unless a greater good could be accomplished elsewhere. I can assure you I have carefully and prayerfully weighed the whole matter, and after a severe conflict between inclination and a sense of duty, I am led to decline your flattering offer."

From 1865, the story of my father's life passes into the larger life of the school he had founded. He had still to experience a deal of local opposition to his work, and in 1880 he had to pass through the painful experience of a year of invalidism. With these exceptions, his work progressed strongly and constantly. In 1874, he brought out with the Scribners a series of readers, which had great vogue; in 1881, he added a kindergarten and a kindergarten training class to the school, the first of this sort in a normal school; in 1886, he opened shops for the training of teachers in industrial work; at the World's Fair of 1893 he was made president of the department of professional training of teachers, and received for the Oswego school a medal of honor, and a diploma "for excellence of equipment, method, and wide usefulness throughout its long history under one principal, for excellence of educational methods and literature, as evidenced by their use in the United States."

Wherever he went in these last years he was received by his old pupils as a father and friend beloved. His white crown of hair, his pure brow, his beautiful blue eyes, sympathetic, true, and clear, attracted even strangers. To children, he was irresistible; to his nearest and dearest, he was an ideal character, tender and strong. In his death, too, he was fortunate, or it came quickly and found him still at work, in possession of all his powers; and it came, too, as a longed-for messenger from his beloved wife, who had left him a little more than a year since. "Of such is the salt of the earth."

Those who have letters of my father's will confer a favor by sending them to me in care of Charles S. Sheldon, Normal School, Oswego, N. Y.

The advertising in this Souvenir Number will be read with interest by boards of education, superintendents, principals, and teachers. The firms represented here have established reputations for integrity and courtesy. When writing them for catalogues or information, please confer a favor on all parties concerned by mentioning THE SCHOOL JOURNAL.



Birdseye Grant Northrop.

The Rev. Birdseye E. Grant Northrop, of Clinton, Ct., whose death was noticed in these columns some time ago, exhibited in his life a rare devotion to the public interest. It is seldom that one finds a man who cheerfully puts aside all opportunities for material gain and originates a work which, though misunderstood and misconstrued, proves of value to future generations. But such a man was Birdseye E. Grant Northrop. His early education was beset with difficulties. Out of these arose the determination to make the schools of Connecticut free for all. This he accomplished in the face of opposition which would have daunted most men. For twenty-six years he supervised the schools of Massachusetts and Connecticut. During this time he did grand service for the schools. What contributed largely to the "lasting and important results of great benefit to the entire state" mentioned by the Connecticut board of education, were Dr. Northrop's "efforts to suppress the sale of injurious reading; to disseminate information concerning good books; to arouse interest in wholesome and profitable literature, and to promote the establishment of town and district libraries." In line with this latter object was the "Select List of Books for the Young," prepared at his request by his son-in-law, Mr. Dwight Holbrook, and published in his annual report for 1892.

Dr. Northrop was born and spent his early years on a farm. Here he acquired that love for natural beauty which was the inspiration of so much of his life work. Being awake to the value of trees from both a practical and a sentimental point of view, he saw how his ideals for their cultivation could be worked out by the schools. When in 1877 he returned from his mission in Europe to examine the schools of forestry and the industrial schools, he conceived the idea of establishing an "Arbor Day" in the public school. He forced his idea to the front until now Delaware, Utah, and the Indian territory are the only states in America where Arbor day is not observed and Canada, Australia, several European countries, Hawaii, and Japan have adopted the plan.

Dr. Northrop saw that in many New England villages natural beauty had been sacrificed to the spirit of commercialism. So he set about remedying this, and began by the formation of a "village improvement society" in Stockbridge, Mass. His success here made him enthusiastic and he began to travel in its behalf. He visited over forty states and territories and organized hundreds of societies, which have benefited hundreds of country towns and villages. Dr. Northrop's idea included improvement of sanitary conditions in homes and public places; the care of sidewalks, roads, roadsides, school and church yards, and like places; providing drinking troughs and fountains, lighting streets and organizing free town libraries.

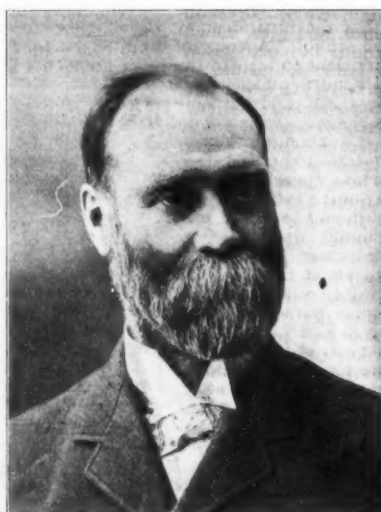
Dr. Northrop's name is well known in Japan. That country had offered to place him at the head of her educational system, but he had other work to do for her. The unpleasant affair in the straits of Simonoseki in 1863, had resulted in the payment of a heavy indemnity to the United States. Dr. Northrop, holding Japan innocent of intentional insult, set on foot a movement for the return of the indemnity. His success won him the everlasting gratitude of Japan. Three years ago, when Dr. Northrop visited Tokyo, he was given a banquet by distinguished members of the Japanese court. Prof. Kanda, speaking for the Japanese students in America, whose education Dr. Northrop had supervised, thanked him for his untiring energy in behalf of Japanese education. Referring to the return of the Simonoseki indemnity by the United States, he characterized it as "an act which has enhanced their character in the eyes of this people, as a nation preëminently distinguished for justice."

So to two countries at least, Dr. Northrop has been a national benefactor. His life showed the power for good that a man in humble station can be. His work was well done.





W. C. Hewitt, Institute Conductor, Oshkosh State Normal. Appointed 1891.



A. J. Hutton, Institute Conductor, Whitewater State Normal. App. at Platteville, 1879. Transferred to Whitewater, 1894.



W. J. Brier, Institute Conductor, River Falls State Normal. Appointed 1889.

## Teachers' Institutes in Wisconsin.

In some particulars the Wisconsin Teachers' institute is peculiar. It is a two-section train, running on one track, with the sections directed by different "dispatchers," but thus far no collisions have occurred.

A history of the evolution of the institute in this state would have little interest for the readers of *The School Journal*, and it is sufficient to say that, like other educational institutions, its transformation has been gradual, and not every change has been improvement. Any interest in the subject must be found in the plan under which the institutes are now operated.

For many years each county superintendent has been required, by law, to hold at least one institute in each year; but this law has usually been complied with by making a requisition upon the board of regents of normal schools for assistance in carrying on the work. Until within the last three years the superintendent has had no funds at his command with which to employ instructors, and although the law may have contemplated an institute instructed by the county superintendent, institutes so instructed have been rare.

Another law which has long been in operation places in the hands of the board of regents of normal schools both authority and money to hold institutes throughout the state. Until the county superintendents were given a fund of their own by the law of 1895, this institute, originating with the board of regents, was the only one common in Wisconsin. To appoint agents (conductors), to make a course of study which shall be as nearly uniform as practicable; to give preference to counties more remote from the normals in the assignment of institutes; in fact, to take entire control of the institute work are powers given by law to the state superintendent, who, in practice, is assisted by two other members of the board of regents. These, with himself, constitute the institute committee. The state superintendent is ex-officio member of the board, and is always chairman of this committee. So far as the writer knows, no preference has ever been given to the counties remote from the normal schools, and no course of study has been deemed necessary for the institutes for many years, other than the course of study for common schools.

The State institute, so called, is held during the months of July, August, and September, and the county superintendent who wishes such an institute makes application to the state superintendent, stating time and place of the institute and expressing a preference for certain conductors. The state superintendent takes no responsibility concerning the place of meeting. From the necessities of the case he is not always able to accommodate the applicant for assistance in time and conductors, as he may not have sufficient conductors available at the time named, and it may chance that several apply for one conductor for the same date. If he cannot send the conductor wanted, he sends some other conductor, who will be likely to fit the conditions in that county. The problem which arises from the applications of seventy-two county superintendents for institutes, the great bulk of which are crowded into six weeks, with something like a half hundred instructors, is said to be one difficult of solution. When the applications are on file, the committee make out and print an institute list which shows date, duration, county, city, county superintendent, conductors, and lecturer, if there be a lecture. The county superintendent does all the local advertising, and brings every reasonable pressure to bear upon the teachers, to induce them to attend, for attendance is not compulsory in any institute. If the teachers were compelled to attend, the roll call would be better than at present, but the interest would no doubt be less. About four-fifths of the teachers in the state

attend, voluntarily, one institute each year.

Usually, two conductors are sent to each institute, and they alternate in their exercises, using the entire institute as a class. The superintendent looks after the details, giving direction as to times and places of meeting, calls the roll, keeps the records, and not infrequently conducts an exercise each day besides keeping track of the work done by conductors, in which he frequently takes part with timely questions and suggestions. If the institute is divided into sections, he not infrequently instructs in two or three exercises, but a sectioned institute is not common. It is rarely the case in these latter days that the institute conductor is permitted to look out of the window and see the superintendent plowing in an adjacent field, or to find that he locks himself in some convenient room for the ostensible purpose of looking over examination papers, sallying forth at times of intermission to excuse from the institute such of the teachers as may have grown weary in well-doing or who may happen to have previous or more pressing engagements with milliner or dentist. In these latter days we seldom see a superintendent even getting out his barb wire to mend his political fences during institute time. In fact, the superintendents who are really in earnest, and that includes the larger share of them, attend strictly to the work of the institute, sometimes with note-book in hand, jotting down the more important features of the exercises, evidently with the expectation of knowing when they visit schools whether or not the teachers are trying to carry out the institute suggestions. So important is the attitude of the superintendent that it may almost be said an institute is fated to prove a failure if he does not show a sufficient interest to remain at his post.

These institutes usually last five days, and the time is taken up in discussion of methods, expository exercises, occasionally with a class of children; in short, anything and everything likely to implant higher ideals, increase the teacher's knowledge of her duties, and how to perform them and arouse enthusiasm sufficient to inspire her in performing the daily routine of school work.

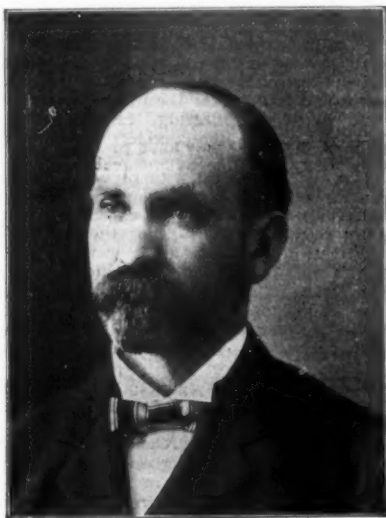
It is not common for a Wisconsin institute conductor to spend the time in talk. The "lecture method" is not looked upon with favor by the superintendents who know good teaching when they see it, and it is popular chiefly among teachers who have good and sufficient reasons for disliking any institute process which makes them definitely a party to the transaction. It is safe to say that the outpourings of fancy and fable, slightly tintured with fact to which some institute conductors have treated their idle auditors, does not appeal to the best judgment of the thoughtful superintendent or the earnest teacher.

Institute instructors are drawn from all kinds of schools—normals, high schools, colleges and academies—the greater part coming from the faculties of the normals. Connected with each of the seven normals is one professor, who is known as the institute conductor. When not in the institute field, he teaches in the school the same as other members of the faculty. His duties keep him in the harness nearly twelve months in the year. He receives the largest salary in the normal faculty, with the exception of the president of the school, and is recognized as the representative of the school in the normal extension work, which goes through institute channels. Upon him, to a large extent, depends the recruiting of the school, as he is thrown much among the classes from whom the students come. He should be a man of versatility, well up in methods, fully informed concerning the conditions under which the members of the institute teach, genial in his relations to the teachers, capable of quickly making friends, and able to inspire immediate confidence among the teachers, many of whom are



shy and easily repressed into silence or indifference. He should be energetic, prompt, and businesslike, that the institute may have some of the characteristics of a good school. A voice of good carrying power and musical skill sufficient to lead in the chorus singing are at present considered almost indispensable requisites; at least they are found to be a safe and valuable means of harmonizing the heterogeneous elements which commingle in the institute. If the conductor can manage organ or piano sufficiently well to play accompaniments to singing he is still more independent. Power to condense speech, the gift of story-telling, if used discreetly, and a morsel of native wit all tend to give the conductor a better hold upon the lever with which he hopes to lift the institute to a higher plane.

All in all, the institute conductor is confronted by the most difficult problem in educational work, and about the only safe thing to say of him is, that he is attempting to solve it. Here are conditions familiar; too familiar to every person who has long been engaged in institute instruction in Wisconsin. It is the hottest week of the year, herald Mercury as eager as a high school senior to reach the 100 mark. The place of meeting is the high-school room, and is provided with 150 single seats. There are assembled from all parts of a county as large as the state of Rhode Island 200 people, who expect to sit faithfully through five days of effort along lines pertinent to their chosen vocation; the 200 are to be crowded into the 150 single seats, which means that half of them must sit uncomfortably two in a seat during six hours a day, the sessions continuing from 9 until 12 and from half past one until half past four, with occasional intermissions. Two conductors alternating with exercises of fifty minutes each are expected to edify and instruct



E. W. Walker, Institute Conductor, Superior State Normal.  
Appointed 1896.

this heterogeneous mass, composed of teachers ranging in experience from twenty weeks to twenty years, high school students possessed of a half interest in things pedagogical, and would-be teachers who have failed to get a half-year permit, and who think that the institute may prove the royal road to the acquisition of that coveted document, and the entire institute showing the wide range of attainment which is supposed to lie between the pupil in the upper form of a rural school and the graduate of Cornell or the state university.

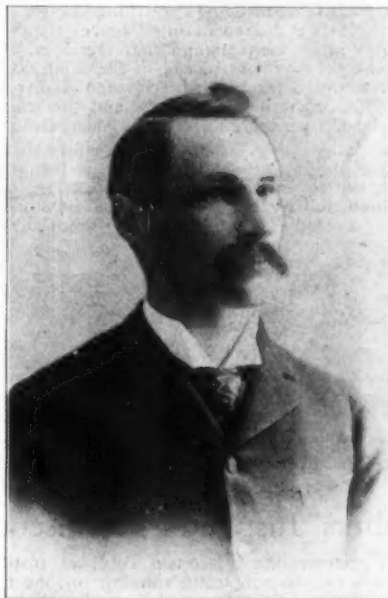
That a large share of the applications, which go to the state superintendent for institute workers, should ask for the seven regular conductors is not surprising when it is considered that these men are making a life study of this difficult phase of school work. Experience has shown, over and over again, that there are many excellent teachers who are wholly unfitted to do work in a teachers' institute. The fact that the regular conductors are teaching in the normal schools, when not engaged in holding institutes, gives them a decided advantage over institute instructors who do no teaching elsewhere.

So much for the first section of the educational train.

The second section is the county institute, and with this the state superintendent and the board of regents have little to do.

The legislature of 1895 passed a law providing for a county institute fund. Each applicant for a county certificate pays to the county superintendent one dollar for each application, and the money so paid constitutes a fund for the maintenance of teachers' institutes in the county in which the fee is paid. The superintendent is obliged, by law, to expend all money so collected during the year, and there are no other restrictions upon the manner of using the money, except that persons who receive compensation for institute services must be selected from a list supposedly competent persons named by the institute committee of the board of regents. Money may be used from this fund to pay for lectures, but the lecturer must not be the institute conductor.

This fund somewhat more than doubles the amount formerly available for institute purposes, the board of regents having but \$8,000 for this purpose. The local fund is used by the superintendents in various ways. In some cases, it secures the



W. H. Cheever, Institute Conductor, Milwaukee State Normal.  
Appointed 1893.

continuance of the institute first described through two weeks, the state paying for the conductors the first week and the county the second, or the state furnishing one conductor for two weeks and the county one for the same time. In one county, St. Croix, the money is used to support a two-weeks' institute, with academic, pedagogic, and practice departments after the manner of a normal school, the children of the city in which the institute is held attending, for the purpose of giving the members of the institute practice material, their practice being supervised by an experienced teacher. The state pays a portion of the expenses of this institute. The plan works well, but cannot be adjusted to the needs of all the counties, as the fund is sometimes insufficient.

By far the greater share of the money is expended in holding short institutes of a day or two during term time. These usually occur on Friday and Saturday, some of the superintendents holding one after another in different parts of the county. The law concerning school attendance is such that the school board may give a teacher leave of absence to attend an institute held in the county without deducting salary for time lost from school. There is no tuition charged for instruction in any Wisconsin institute.



Albert Hardy, Institute Conductor,  
Platteville State Normal School.  
Appointed 1897.

On the whole, this dual arrangement for institute purposes seems to possess some advantages. The state institute, of which, it has been seen, the state superintendent is the controlling figure, permits a state policy of instruction to be carried to all the counties. This probably serves to unify educational interests, create a co-operative spirit among teachers, and foster state pride. The county institute enables the county superintendent, who is coming more and more to be recognized as the most important educational factor in our school system, to assert himself in shaping the methods to be employed in his county, and in working out local problems in a manner impossible through the agency of the state institute alone. Moreover, the county institute fosters a feeling of personal interest among the teachers which does not grow out of the gratuity of the state institute, and not infrequently the teachers are consulted concerning time and place and instructors to be fixed upon, the superintendents recognizing that the teachers have a degree of proprietorship in that particular gathering.

## Tommy Stringer.

About six and a half years ago Tommy Stringer was carried to the Massachusetts School for the Blind, at Boston. He was then a mere mass of living, breathing clay; a spiritless little animal of a low degree of intelligence, somewhat resembling a puppy in his instincts and characteristics. On the day of his arrival, the boy was placed in the kindergarten, under the care of a special teacher, who devoted all her time to his education. Through the loving care and the training which he has received, a veritable miracle has been wrought in Tom.

From the dull, weakly, listless little creature there has been evolved a fine child; a most attractive boy;—manly, erect, fair-faced, alert, self-reliant, frank, restless under restraint in real boyish fashion, full of life and energy, given more or less to mischief, and exceedingly fond of playing pranks. He is light-



Darkness.—Tommy when he entered the Perkins Institute.

hearted, buoyant in spirit, and brimful of inner charm and vitality. There is an air of vivacity and merriment, mixed with sweetness, stamped on his person. Pure, generous, high-minded, almost incapable of sin, he is wholly free from vice, and possesses those graces and attractions which are the flower of childhood. The sun of happiness shines out of his soul and makes summer for others.

From the time of Tommy's admission to the kindergarten to the present day efforts have been made to build up his physique, and keep it in a healthy condition; to awaken his intelligence; to rouse his energies; to redeem him from the danger of falling into mental and moral atrophy; to develop his faculties rationally, and to bring them into harmonious action.

To accomplish this end, the first step was to discover the key to his natural tendencies and capabilities, the work which commanded the child's supreme interest. This found, the whole store-house of the boy's mind could be opened up. This key was Tommy's natural aptitude for manual work. Mechanical occupation brought to life the dormant energies, so the course of Tommy's education has been such as to lead him by means of objective methods and of ordinary progression to think; to reason independently; to put his own ideas into execution, and to become self-directive; capable of grasping every opportunity, and of making the most of it. The constant and systematic exercise of his motor energies has awakened and developed large areas of nerve cells. The result is, that animal instinct has been banished by keen intelligence. Instead of storing his brain with facts and data, Tommy has acquired a creative power, which converts the perceptions of sense and the raw materials of observation into a product which is ready for use, not at one thing and at one time, but at all things and at any time.

Much valuable aid in this department of Tommy's education has been rendered by the North Bennett street Sloyd Training school. Mr. Gustaf Larsson thus testifies to the character of his work at that institution:

"It is seven months since he was received, as a special pupil at the Sloyd Training school. During this time he has had two lessons a week, each lesson lasting about two hours. He has made ten different useful articles,—the first a little foot-stool, in the making of which he used saw, hammer, nails, and nail-set; and the last a bird-house, in which he employed twelve different tools. He recognizes eight kind of wood by the sense of smell alone. He can drive a nail straight, and can instantly detect any imperfection in

his work. His seeing fingers discover flaws which would be overlooked by many keen-eyed boys, and his work is superior to that of many boys of his own age who are not deprived of eyesight. He manipulates the ordinary hand tools successfully. The only tools selected with particular reference to him are the rule with raised figures and the marking awl, which he uses in place of a lead pencil. His delicate perception, through his finger tips, makes him unsatisfied until his work is true by the rule and try-square."

Miss Laura E. Poulsson has written a number of charming sketches of Tommy and his work. Part of her last one, based on records kept by Tommy's teacher, Miss Conley, is worthy of reproduction as an instructive account of his daily life. She says:

"At the close of this year Tommy Stringer stands before us eleven years old and in capital health, not a single day having been lost through illness. He is a sweet-faced, wholesome-looking little fellow, of excellent figure and bearing, and with a good deal of bodily activity and freedom of movement. His obedience, now rendered with more intelligence, is more ready; and the fits of obstinacy, so trying of old, have almost entirely disappeared. His neatness, love of order, and mechanical skill are as marked as ever. The first morning period of work is a very useful and delightful one, because it brings Tom into touch, in a studious way, with many things both of nature and of civilization, about which he needs to be instructed and regarding which his interest is very keen. A large proportion of the year's talks has been upon the salt-water creatures. Tom has been to the seaside several times, and is a true sea lover. The moment he sniffs a breath of salt air his face lights up and he spells joyfully, 'the ocean! the ocean!'

"Tom's delight in tree study is very great, although his curiosity has been somewhat satisfied by his persistent investigations. If he does not happen to touch a tree for some time, he will wave his hand around him, inquiring vaguely, 'Trees? What kind?' He can readily inform himself of the kind of tree if a leaf be within his reach. He is now learning to distinguish the trees by their bark, and in connection with his sloyd work, to recognize the different kinds of wood by their smell.

"Most of the effort of the year has been put upon articulation. Tom's knowledge of language and freedom in using it are increasing constantly, but he does not as yet take any interest in articulation. Each day, at the morning talk, he is expected to say something to the boys, so that he may have practice in making himself understood by others as well as by his teacher. He is also required to ask vocally for his food at table. This gives extra practice, and Tom as a general thing makes no difficulty about it. Occasionally, however, he may be seen fasting, as of yore, during the favorite pudding course; and if asked why, he will frankly respond, 'Because I did not talk.' Tom always has a desire to help those in trouble and to mitigate sorrow as far as in him lies. He was one day taken to the Children's Hospital to visit a little boy there from the kindergarten. He recognized his friend Eugene at once and laid in the latter's hand the pinks which he and Miss Conley had brought. Then he stood for a long time at the head of the bed,



Master Tom Stringer. From a photograph taken recently.

looking very thoughtful. Finally he drew something from his pocket and with a quick movement laid it within Eugene's hand, closing the invalid's fingers tightly over it, as though fearing that he might wish to recall the gift. It was a little shell from a foreign shore given to Tom some time before. In his pity he seemed to think that he must give something precious to himself, so he sacrificed his treasured shell."

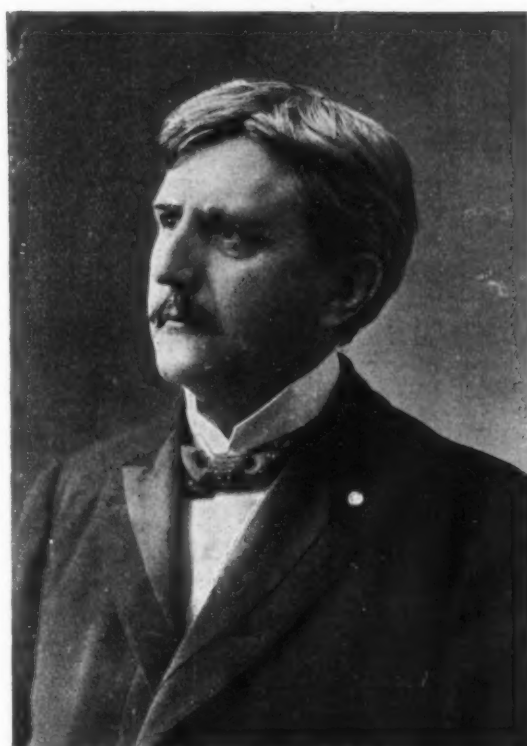
## Letters.

### Education of the Deaf-Blind.

I would like the aid of the teachers in this country in correcting two errors that have wrought great mischief and have kept several unfortunates in darkness when light could readily have been given them. I am very much interested in the deaf-blind, and have kept a sort of record of such cases and the condition they are in. Of the two errors, one is that the famous Perkins Institution for the Blind in South Boston is the only place where the deaf-blind can be educated. There is no better school in the world for such work, and the deaf-blind child that gains admission there is most fortunate, but the work can be carried on, perhaps just as well, at any school for the deaf or for the blind in the country, many such cases having been educated at other schools. Yet so exasperatingly widespread is this mischievous delusion, that there are several instances of deaf-blind persons in the country, whose friends applied for their admission to the Perkins institution, and when circumstances prevented their acceptance, have been in despair of anything being possible for the unfortunates! Some of these children have remained in total darkness for many years and are still in that condition, while others lost many years before they were rescued.

Another widely spread error is that the education of the deaf-blind is an exceedingly difficult and intricate matter. Breaking the stone for a mile of turnpike is a matter requiring much labor and time and some skill, and these are the only requisites in either work. As a matter of course, experience counts in either breaking stones or teaching calculus. If a skilled teacher, with experience in teaching the deaf-blind, can be secured, it will be best; but if such a teacher cannot be readily obtained, any really good teacher, with ample patience and the natural gift of teaching, can give a deaf-blind child the first and most important step—the knowledge that there is such a thing as language—even though such a teacher does not know one thing about the instruction of the deaf; all such a teacher would need would be to learn the manual alphabet, and to read the accounts of the education of Helen Keller. I am positive that any principal of a large school or any superintendent knows dozens of women, admirably fitted for just this work. Educators, who ought to know better, draw a deep breath and say, "It is wonderful! Wonderful!" when they consider Helen Keller's education. It is wonderful that there should be one such pure jewel in the world, one child of earth with no taint of earthliness, and, after that, her phenomenal mentality is wonderful, but the mere education is nothing remarkable, and was no greater task than many a hard-worked teacher in our common schools has accomplished.

A girl lost her sight when three years of age. Some time after, she was sent to a school for the blind where she was considered a "bright pupil;" at eight she lost her hearing, and nothing was done for several years to educate her. About ten years later, her father was attracted by the fame of Helen Keller and applied to the Perkins institution for the admission of his daughter, but circumstances prevented her being received there, and that unfortunate young woman



Dr. Joseph C. Gordon,  
Principal Illinois Institution for the Deaf, and President of Department 16, N. E. A.

has been left in total darkness up to this time! Now just consider this case: To be considered "a bright pupil" she must have learned one of the alphabets for the blind, she had full language and her sense of touch had been educated. Nothing could have been easier than teaching her that the closed fist—for example—meant the same as the letter *s* she knew in some blind alphabet, and by knowledge of the manual alphabet the whole field of knowledge would have been open to her! A rather unusual series of accidents led to her final discovery, the active agent being an enquiry for her name and address—(giving the state she lived in) in "The Michigan Mirror," the paper of the deaf school at Flint, Michigan, and steps are being taken to rescue her, although, alas, the neglect she has suffered has now reduced the once "bright pupil" to almost the level of an animal. She must be humanized before she is educated.

Yet an educator, in a state position of eminence, was led to inquire of the "Michigan Mirror" where there was an institution for the education of the deaf-blind and how he could get a teacher for the work! I believe that Mr. Clarke (of the "Mirror") answered that there was no such institution in the world, and ought not to be one, and he was answered that he must know of dozens of women among the teachers of his city, admirably fitted for the work.

The ideal course for educating a deaf-blind child would be first to send it to a school for the deaf, as the teachers there are specially skilled in instilling the idea of language, the first and most difficult step in the education of the deaf, and after language has been well established, then the child ought to be in a school for the blind for further education, as such schools are well equipped with books, slates, writing materials, object lessons, etc., for the use of the blind. But if circumstances prevent the admission of the child to an institution of either class, to lie down and give the case up as hopeless, is a great wrong to the unfortunate child.

W. Wade,

Oakmont, Pa.



## The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING JUNE 25, 1898.

This twenty-eighth Annual Summer Number has many features of an exceptionally timely professional interest. The editorial review of the educational movements that have attracted attention in the past year may not be exhaustive, but it will be found suggestive in many ways. The annual convention of the N. E. A. at Washington will draw thousands of educators to the national capital, and these will be able to appreciate most fully what is offered in this number as regards information concerning points of interest, programs, the national educational exhibit, and the national bureau of education. The article treating of the latter subject will be found particularly enjoyable. The development of the important work carried on by the bureau under the auspices of the government is sympathetically and delightfully told by one who is well acquainted with it in all its details. Another feature to which the attention of readers is especially invited is the review of the lives of Miss Willard, Mrs. Rickoff, Dr. Sheldon, and Dr. Northrop, four educational leaders who have died in the past year.

Nearly three hundred invitations to closing exercises have been received in the past few weeks from schools and colleges in various parts of the country. The editor returns thanks to these thoughtful friends. If it were possible he would like to be present at all those festal occasions with the hopeful young men and women who, with full sails, are preparing to start out on the ocean of practical life. These graduation days mean so much to them. Life is full of sunshine, the youthful ambitions are buoyed up by expectations of success. They do not see the cliffs and sand banks, and have no fear of storms or darkness. Their courage and their trust in humanity, in fate, and in themselves make one wish that their voyage might be free from disappointments and disasters. But it is well that the future is not known to them. May their present courage abide with them for many years, is the best we can wish to them.

A brief sketch of a few of the lines *The School Journal* will take up in the fifty-seventh volume beginning next week will be found on page 777. Mr. Ossian H. Lang will be in attendance at the National Educational Association meeting at Washington, and would like to confer with readers concerning the plans for next year; his headquarters will be at the Arlington Hotel. Suggestions regarding the enhancement of the helpfulness and attractiveness of this journal are always welcome.

The advertising pages of *The School Journal* have come to be regarded as the most complete record of information regarding desirable publications, new scientific apparatus, school appliances, and other articles of special interest to those who are engaged in teaching or in school administration. The reading

of these advertisements is highly instructive and in fact indispensable to all who wish to keep abreast of the educational progress in all departments. It is natural that advertisers should wish to know whether their announcements really attract the eyes of the readers of this publication. For mutual benefit, therefore, mention when corresponding with them that you saw their advertisement in *The School Journal*.

The index to the fifty-sixth volume of *The School Journal*, sent out with the present number, will be found fairly complete. An effort will be made in future volumes to refer in the index also to the briefer notes contained in these pages which relate to matter of some importance. Readers are requested to aid the editor in this by letting him know what has especially interested them in any particular number.

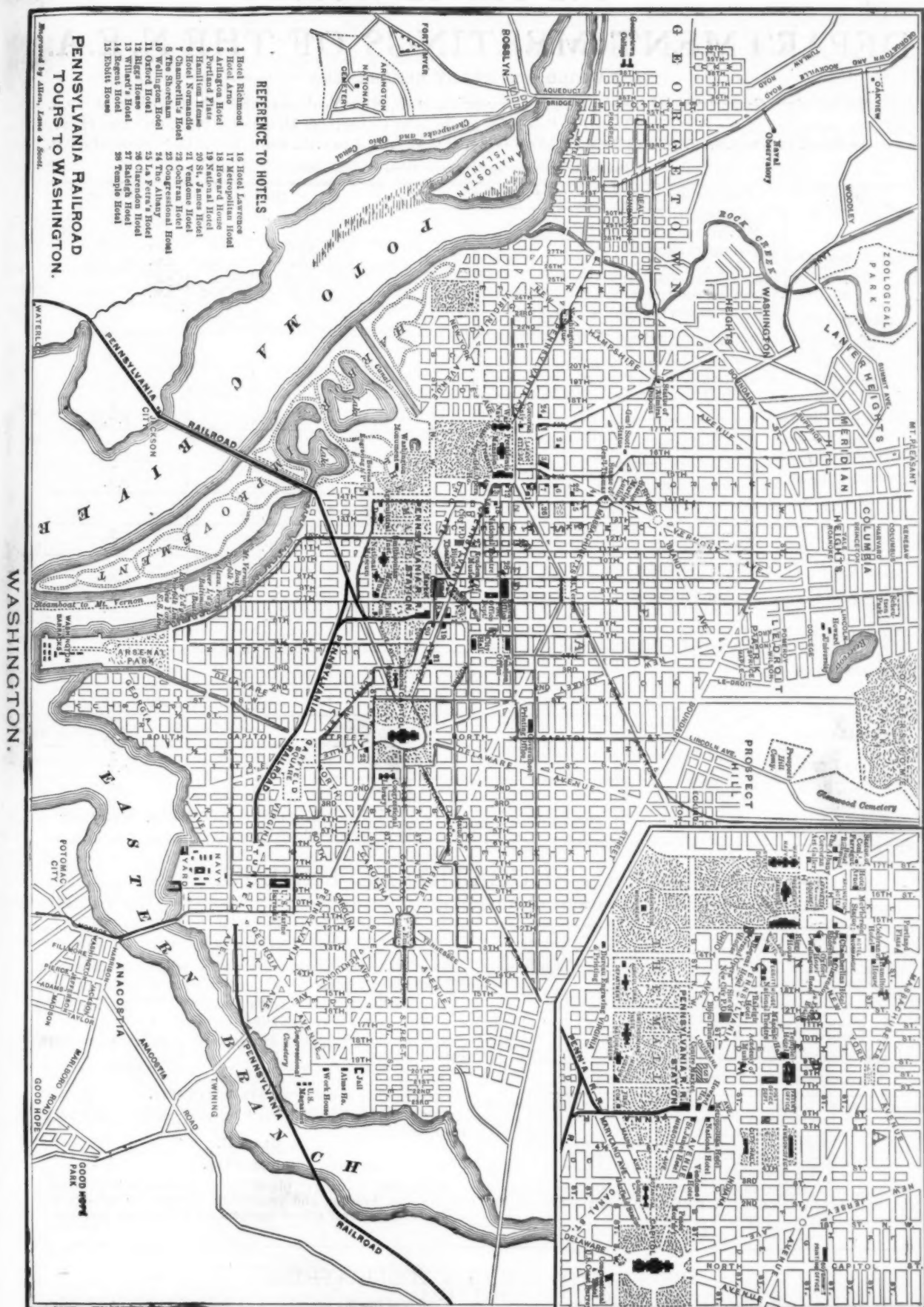


Old Sleepy Hollow School House. Photograph taken in 1895.

The educational forces must soon rally to the defense of the old Sleepy Hollow school-house, if it is to be preserved. Teachers already know that only the appeal to Supt. Skinner prevented the old building being sold for a saloon several weeks ago. *The School Journal* has also told how the old pine desk, at which Irving often sat, had recently been broken up and found its last resting place on the wood pile. For years it had been carefully preserved as a remembrance of Irving, who made the school famous. The school board has sought to prove, as an excuse for its vandalism, that Irving never saw the school, and that the old desk was made long after Irving died. This absurd statement has been disproved by one of the contractors who enlarged the school-house in 1865. Most of the materials of the old school which Irving knew, were put back in the refitted building. His old desk was carefully preserved and returned to its former place.

To save the old building and preserve it as an Irving landmark, the co-operation of all friends of education is asked. It will cost one hundred dollars to buy the school-house. Contributions for this purpose may be sent to the editor of *The School Journal*, and will be acknowledged in these columns. They should be sent at once, so that all may be in the hands of the editor by July 15. Rally quickly for the cause, and keep sacred the memories of our beloved Irving.

Other editorial paragraphs will be found on page 777.



- A—Convention Hall, N. Y. av. and 5th st.  
B—Grand Opera House, Penn. ave. and 14th st  
C—New National Theater, Penn. ave. and 13th st.  
D—Calvary Baptist Church, 8th and G sts.  
E—First Congregational Church, 10th and G sts.  
F—Central High School, O st., near 6th.  
G—Columbian University Hall, 15th and H sts.  
H—All Souls Church, 14th and L sts.  
I—Luther Place Memorial Church, 14th and N sts.  
K—Masonic Hall, 9th and F sts.  
L—Gutenberg Memorial Church, 14th and R sts.  
M—Academy of Music, 9th and D sts.  
N—Foundry Church, 14th and G sts.  
P—Universalist Church, 13th and L sts.  
Q—St. Paul's Lutheran Church, 11th and H sts.  
R—Wesley Chapel, 5th and F sts.  
S—Franklin School, 13th and K sts.  
T—EDUCATIONAL EXHIBIT N. Y. av. and 13th sts.

# DEPARTMENT MEETINGS OF THE N. E. A.

[ARRANGED FOR READY REFERENCE.]

The opening *General Session* takes place at Convention Hall, New York ave. and 5th st., *July 7*, at 8 P.M.  
The meetings of the *National Council of Education* are held at *Columbian University Hall*, 15th and H sts., on *July 6*, at 9.30 A.M.; 2.30 P.M.; 8 P.M.; and on *July 7*, at 9.30 A.M.; 2.30 P.M.; and Executive Session at 4 P.M.

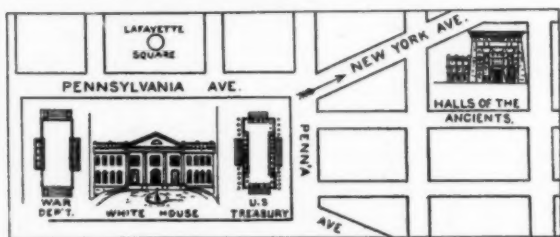
Letters after places of meeting refer to map on other side.

DEPT.	PLACE OF MEETING	JULY 8	JULY 9	JULY 11	JULY 12
General Sessions	Convention Hall, A N.Y. av. and 5th st.				8 P.M.
	Grand Opera House, B Penn. av. and 14th st.	9.15 A.M.	9.15 A.M.	9.15 A.M.	9.15 A.M.
	New Nat. Theater, C Penn. av. and 13th st.	9.15 A.M.	9.15 A.M.	9.15 A.M.	9.15 A.M.
Kindergarten	Calvary Baptist Ch., D 8th and G sts.	3 P.M.		3 P.M.	
Elementary Education	1st Congregat'l Ch., E 10th and G sts.			3 P.M.	3 P.M.
Secondary Education	Central High School, F O st., near 6th st.	3 P.M.		3 P.M.	3 P.M.
Higher Education	Columbian G University Hall, 15th and H sts.			3 P.M.	3 P.M.
School Administration		3 P.M.	3 P.M.		
Normal Schools	All Souls Church, H 14th and L sts.	3 P.M.			3 P.M.
Art Education	Luther pl. Mem. Ch., I 14th and N sts.	3 P.M.		3 P.M.	
Industrial Education	Masonic Hall, K 9th and F sts.			3 P.M.	3 P.M.
Music Education	Gunton Temple L Mem. Ch., 14th and R st.	3 P.M.			3 P.M.
Business Education	Academy Music, M 9th and D sts.	3 P.M.			3 P.M.
Child Study	Foundry Church, N 14th and G sts.			3 P.M.	3 P.M.
Herbart Society		3 P.M.	3 P.M.		
Physical Education	Univ. Church, P 13th and L sts.	3 P.M.		3 P.M.	
Natural Science	St. Paul's Lutheran Q Ch., 11th and H sts.	3 P.M.			3 P.M.
Library Dept.	Wesley Chapel, R 5th and F sts.			3 P.M.	3 P.M.
Ed. Deaf, Blind, Etc.	Franklin School, S 13th and K sts.			3 P.M.	3 P.M.
Educational Exhibit	N. Y. av. and T 13th st.				

Open from 8 A.M. to 10 P.M., Tuesday, July 5, till Tuesday, July 12. Everybody should be sure to see this.

## NATIONAL EDUCATIONAL EXHIBIT.

(Interesting information relating to the Exhibit will be found on page 778 of the Souvenir Number of *The School Journal*, June 25, 1898.)



Location of the Halls of the Ancients, Washington, D.C., where the National Educational Exhibit will be held, July 5-12, 1898.

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## In and Around Washington.

It is both peculiarly fitting and peculiarly fortunate that this year's meeting of the National Educational Association should be held at Washington. Peculiarly fitting, because so distinctly a national body of men and women, whose energies are devoted to training the future citizens of the Republic, should meet as often as possible at the nation's capital; peculiarly fortunate, because the war will enable the visitors to see Washington and the machinery of government running at full speed, instead of at its usual summer standstill.

### PENNSYLVANIA AVENUE.

This magnificent thoroughfare, the "Appian Way," of the District of Columbia, was, at one time, in such bad condition that Daniel Webster's coach was stuck in the mud. The statesman, with his companions, all of them in full dress, on their way to a dinner party, had to be carried to the sidewalk, one by one, on the broad shoulders of the driver. Pres. Jefferson had the avenue graded a short time afterward, at an expense of \$14,000. He superintended, in person, the planting of four rows of Lombardy poplars, between the capitol and the White-house.

### THE CAPITOL.

At the eastern end of the avenue stands the capitol. Some interesting facts concerning the architecture of this building will be found on another page. The capitol was re-built in 1840, to make room for the increased size of the house of representatives. The city was growing rapidly to the east at that time, and consequently the east side of the capitol was made the most elaborate, and the statue of liberty on the dome faces the east. But contrary to the calculations of the authorities, the city grew in the other direction, and until the new Congressional library was built, the capitol stood with back to all the other public buildings. Within the building are the famous rotunda, in the center; the supreme court rooms, formerly the senate chamber, to the north, in the main building; the statuary hall, formerly the hall of representatives, to the south, in the main building; in the north wing, the senate chamber, and in the south wing, the new hall of representatives. Besides these, the standing committees of both houses of Congress occupy a number of rooms here and in the two annexes.

### THE EXECUTIVE MANSION.

At the other end of Pennsylvania avenue stands the home of the president. In the center of a lot of twenty acres, it is surrounded by trees, shrubs, flower-beds, and finely-kept lawns. On the first floor are the state parlors, just off the main vestibule; and the east room, the largest and most richly ornamented room in the house, contains many beautiful mirrors, three chandeliers, carved mantels, elaborate hangings and furniture, and a full-length portrait of George Washington; also one of Martha Washington. The green, blue, red, and state dining-rooms are also on this floor. On the second floor are the executive offices, the library, and reception-room.

### THE CONGRESS LIBRARY.

The new Library of Congress, east of the capitol, is a building of which Washington is justly proud. Congress provided for its erection during the eighties, and in 1889 adopted the final plans and approved the cost, \$6,245,567.94, the library to be built within eight years. As a matter of fact, the building cost \$140,000 less than the original estimate. Before the erection of the building, the Library of Congress was in the west portion of the capitol, where its quarters were decidedly cramped. In its new and spacious building, it is under the charge of Mr. John Russell Young and his assistant, the former librarian, Mr. Ainsworth R. Spofford.

### STATE, WAR, AND NAVY BUILDING.

The immense building which holds the departments of state, war, and navy, it situated in the rear of the White-house, on the "president's grounds." It is filled with curious and historic treasures, including the Declaration of Independence, the Constitution of the United States, the Emancipation Proclamation, and many other important documents. Here, under the direction of the state department, are the bureau of indexes and archives, the repository of all the important official papers; the bureau of rolls, the custodian of the correspondence of the nation, its treaties, books, and documents; the diplomatic bureau, where the machinery of ambassadors and ministers is run; the consular bureau, having charge of the consular service; the bureau of accounts, which looks after the appropriations, the buildings, and the property of the department; the bureau of statistics, which deals largely with our commercial relations, and a bureau of law, for the investigation of claims. The war department, in the northern part of the building, has charge of all army records, looks after the supplies, transportation, and distribution of food, clothing, and

equipments for the army, manages the signal service, the West point Military academy, and attends to the improvement of rivers and harbors, national bridges and cemeteries. The secretary of war also directs the adjutant-general, his chief officer; the inspector, quartermaster, commissary, surgeon, and paymaster-generals; the chief of engineers, chief of ordnance, chief signal officer, chief of the pension office, and judge-advocate-general.

The secretary of the navy department has charge of nine bureaus, directing the docks and navy yards, the equipment of war vessels and their supplies, the publication of charts and surveys, the making and equipping of fighting material for vessels, the building of warships, the food and clothing for the navy, and numerous smaller divisions. The entire building has four and a half acres of floor space, two miles of corridors, and 560 rooms.

### THE TREASURY.

In 1833, the treasury was destroyed by fire. The delay in the selection of another site for the new building irritated Pres. Jackson, who, it is said, one morning marked out a site for the building with his cane, and, planting the cane in the northeast corner, exclaimed, "Here! right here, I want the corner-stone laid!" There it was laid. This building is about 300 feet long by 600 deep; it employs 3,500 people, and has over 300 rooms. With all this space, it is too small, so the bureau of engraving and printing is in a separate building over by the Washington monument. The taxes, customs, light-houses, coast surveys, revenue cutters, the life-saving service, marine hospitals, national banks, internal revenue, marine passenger and merchant service, inspection of vessels, and many smaller duties, are all under the treasury department, with their headquarters in its big building.

### THE POST OFFICE.

The postoffice department occupies the square between Seventh and Eighth and E and F streets, and is the home of all the postal machinery. Here can be seen the dead-letter office, with its 20,000 "dead letters" a day, and its expert decipherers of curious, but almost unintelligible, directions, together with the curious relics which have never reached their destination.

### DEPARTMENT OF THE INTERIOR.

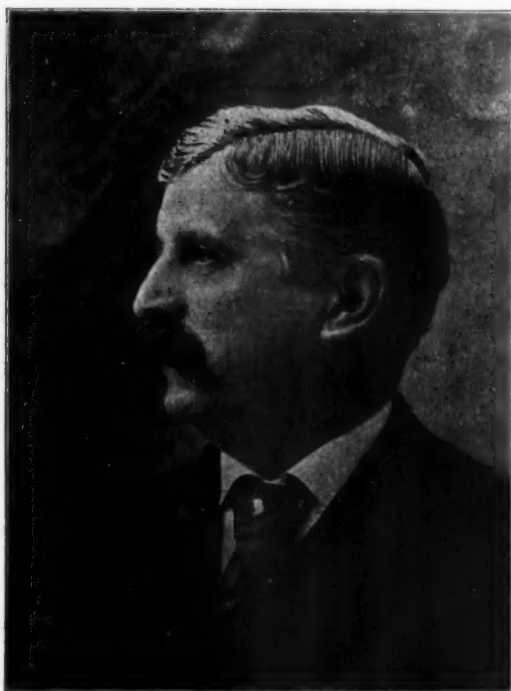
The building of the department of the interior was formerly the patent office. The department has existed only since 1849, and includes the patent office, the general land office, the bureau of Indian affairs, the bureau of education, the railroad commission, the labor bureau, and the geological survey, as well as the supervision of several other buildings, the capitol among the number.

### THE DEPARTMENT OF AGRICULTURE.

The increasing demand for such a department led to the establishment, in 1889, of the department of agriculture, with a cabinet member at its head. The building is between the Washington monument and the Smithsonian institution. It is already a most important department of the national government. Here all the scientific information concerning new methods of agriculture is preserved; here scientific experiments are tried, the knowledge acquired being spread through-



Henry F. Blount, Washington, D. C.  
President of the Local Committee, N. E. A., at Washington, D. C.



Charles R. Skinner, State Superintendent, Albany, N. Y.  
1st Vice President, N. E. A.

out the country. The department includes a statistician, a chemist, a botanist, a microscopist, an entomologist, the propagating and seed division, the weather bureau, the bureau of animal industry, the forestry and ornithological division, irrigation and road inquiry, pomology, and vegetable pathology.

#### GOVERNMENT PRINTING OFFICE.

At the corner of North Capitol and H streets stands the government printing office, the largest establishment of its kind in the world. It is in charge of the public printer, who has the expenditure of over \$3,000,000 every year, and employs about 2,500 persons. This is one of the most interesting of the government buildings.

### Other Places of Interest.

#### SMITHSONIAN INSTITUTION.

The fine building known as the Smithsonian institution was a gift to this country from the son of the duke of Northumberland, by name James Smithson. He had devoted his life to science, and had amassed a large fortune. This he left to his nephew, after whose death it was to go to the United States, for the purpose to which the present institution is dedicated—"the increase and diffusion of knowledge among men." The National museum is an annex to the Smithsonian institution, and was built in 1879.

#### WASHINGTON MONUMENT.

South of the White-house the monument rises 555 feet toward the sky—a shaft of white marble on a granite base. Inside, there are memorial stones presented by states and cities, foreign countries, and societies. An elevator runs in the center of the shaft. The corner-stone was laid July 4, 1848. Through the Civil war, the appropriation was all expended, and work was stopped; so it was not finished until Dec. 6, 1884.

#### CORCORAN ART GALLERY.

As a repository for treasures of art in painting and sculpture, the Corcoran art gallery deserves a special visit. It is on Pennsylvania avenue and Seventeenth street, and was incorporated in 1870, being forever exempt from taxation. Mr. William W. Corcoran deeded it to the United States in 1869, and it was opened to the public in 1874. Mr. Corcoran gave to it his collection of paintings and statuary, valued at \$100,000, and an endowment fund of \$900,000. Its annual income is about \$80,000, most of which is expended on the collections.

#### THE SOLDIERS' HOME.

Gen. Winfield Scott was largely responsible for the white marble Soldiers' Home. Scott made the city of Mexico pay him \$30,000 tribute money during the Mexican war. Congress appropriated more than half of this to aid in establishing the home. Fines against soldiers also go to the support of the home, together with a tax of twelve cents a month on each private of the regular army. This amounts to a large endowment. The grounds cover 500 acres, and are finely kept.

The National Military cemetery adjoins the home, and contains the graves of 5,153 Union and 271 Confederate dead.

#### STATUES.

A famous equestrian statue of Andrew Jackson stands in Lafayette square, north of the White-house. This was cast from cannon captured by Jackson at Pensacola. Four brass cannon, captured at the battle of New Orleans, adorn the base of the monument.

A fine statue of Washington, designed by Clark Mills, stands in Washington circle, north of the Naval Observatory. It represents Washington leading his troops at a critical moment in the battle of Princeton.

Gen. Winfield Scott's statue is in Scott circle. This was cast from captured Mexican cannon.

Lincoln's Emancipation statue, by Ball, is in Lincoln park, at the eastern part of the city. The Peace monument, at the western entrance to the capitol grounds, is another fine piece of sculpture. From here one gets the best view of the capitol. The Centennial Fountain, in the botanical garden, is also worthy of mention.

#### FAMOUS HOUSES.

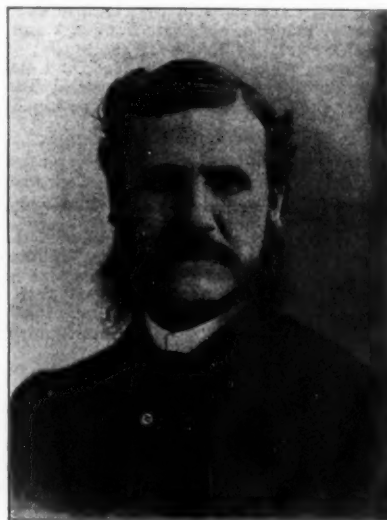
Washington abounds in historic houses. The northwest corner of H street and Vermont avenue is the former home of Charles Sumner. The Corcoran house, on Lafayette park, was owned and occupied by Daniel Webster. William H. Seward and James G. Blaine lived at 17 Madison place. Henry Clay once owned the site, and, it is said, traded it for a Kentucky mule. It was in this house that Seward was nearly assassinated, and here Blaine died.

"The Octagon," corner of New York avenue and Eighteenth street, was built in 1798 by Col. Taylor, the richest man in Virginia. Pres. Madison lived in the house, and here signed the Treaty of Ghent, which closed the war with England. Decatur lived at the corner of H street and Jackson place. After his death, in a duel, Henry Clay occupied the house.

### Outside the City.

West Washington, or as it was formerly called, Georgetown, is on the west side of Rock creek, and can be reached by street cars from Washington. The Georgetown college, a high-grade Jesuit institution, is situated here, besides many beautiful residences on the Heights,—the Peabody library, the Home for Aged Women, and other interesting buildings.

Bladensburg, six miles out of the city, is a village founded in 1750, and the scene of the disastrous battle in 1814, which resulted in the capture of Washington by the British and the burning of the public buildings. A mile southeast of this vil-



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lage is a famous dueling ground, and it was here that Stephen Decatur was fatally wounded.

Six miles south of Washington is Alexandria. It is reached by boats, which run every hour. Here is Christ church, in which Washington had a pew, and in whose records are many references to the great general. Braddock's expedition started from here, and the town was once the rival of Baltimore in commerce.

Arlington is the home of the National Military cemetery, and is four miles from the city. General Washington's wife once owned the place, and the wife of Gen. R. E. Lee inherited it. The government took possession of it in 1862, owing to a failure to pay a direct tax. Part of the grounds were set apart for a cemetery at Lincoln's suggestion. A number of the Lee family recovered the property, after which the gov-



Edward O. Sisson, Peoria, Illinois.  
President Department of Manual and Industrial  
Education, N. E. A.



D. R. Augsburg, Salt Lake City,  
Vice-President Art Education  
Department.



C. H. Congdon,  
Supervisor of Music, St. Paul, Minn.

ernment bought it. Union soldiers to the number of 11,915 are buried here.

Little Falls, three miles west of Georgetown, is a series of picturesque cascades in the Potomac. Great Falls, fifteen miles farther west, is a wild spot, frequently visited by excursion parties. From here the city gets its water supply.

Perhaps the most famous and most interesting short trip from Washington is that to Mt. Vernon, the home and burial place of Washington. It is reached by a sixteen-mile sail down the river, and lies on the western bank of the Potomac. The trip in itself is a delightful one, to say nothing of the historic interest. The old mansion was purchased, and has been restored, as nearly as possible, to its original condition by the Mount Vernon Ladies' Association of the Union. Here is Washington's room, the bed on which he died, and the little attic chamber, where his widow soon after breathed her last.



Mrs. Emma A. Thomas, Detroit, Mich.  
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Lafayette's present to Washington, the key of the Bastille, hangs on the wall in the lower hallway; and many other relics of the father of his country are scattered through the house. The estate originally contained 8,000 acres, but now only 200 are left, the rest having been sold after Washington's death.

The famous tomb, with its massive marble sarcophagus, is on the road leading from the river landing. It is of brick, with iron gratings, and is always carefully guarded. From here the road leads down a slope of a hundred feet to the river. The whole estate is covered with choice shade trees, which Washington planted in his boyhood.

### Architectural Beauty of Washington.

Humboldt, looking from the dome of the capitol over the city of Washington, with its undulating surface, its lights and shadows, and its magnificent buildings, is said to have exclaimed: "In all my travels I have not seen a more charming panorama!" The impression gained from the view, as a whole, is only strengthened by a study of the various details. The imposing and appropriate architecture of many of the buildings is a great factor in the beauty of the city.

### THE CAPITOL.

For miles about Washington, the white dome of the capitol can be seen shining in the sunlight—the most conspicuous object in all Washington. The capitol is 751 feet long by 324 feet deep, and cost, with its wings, over \$15,000,000. The old capitol, whose corner-stone was laid by Washington, was destroyed by the British, in 1814. The main part of the present building was completed in 1827. The wings were begun in 1851, and the work finally completed in 1863. The main building is built of Virginia freestone, painted white, and the wings are of Massachusetts white marble. The fluted marble Corinthian columns on the east front are from Maryland.

A celebrated work of art is the Rogers bronze door, in the main entrance to the capitol. This is a double door, nineteen feet high, made of solid bronze, and weighing 20,000 pounds. It was modeled at Rome, by Randolph Rogers, in 1858, and cast in Munich two years later. It cost \$30,000. There are nine panels to the door, depicting, in regular order, the following scenes in the life of Columbus: "Columbus Before the Council of Salamanca," "Departure from the Convent of La Rabida," "The Audience at the Court of Ferdinand and Isabella," "Starting from Palos on His First Voyage," "Landing at San Salvador," "Encounter with the Natives," "Triumphal Entry into Barcelona," "Columbus in Chains," and the "Death Bed of Columbus." But the chief attraction of the great building is its magnificent rotunda. Over the four entrances are stone reliefs, representing, respectively, "Penn's Treaty with the Indians," "Pocahontas and Captain Smith," "Daniel Boone and the Indians," and the "Landing of the Pilgrims in 1620." Around the walls of the rotunda are eight oil paintings, eighteen by twelve feet in size, representing historical scenes from the landing of Columbus to Washington's resignation of the presidency. A similar belt, nine feet high, runs around the



Miss Harriet Cecil Magee, President State Normal School, Oshkosh, Wis.—President Art Education Department.



rotunda. This contains a fresco in chiaroscuro effect, done by Brumidi and Castigini. Thirty-six long windows are above this, and then the sides curve gradually to the "eye of the dome," a circular space fifty feet in diameter. About this is the wonderful "Apotheosis of Washington," by Bprumidi. Above the dome is an immense lantern, lighted by electricity, around which is a peristyle, and above it Crawford's famous statue of freedom, which cost \$25,000.

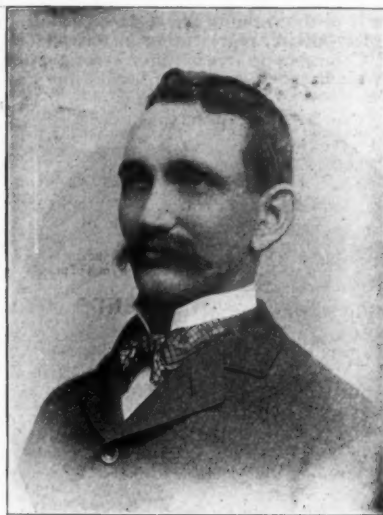
#### THE CONGRESSIONAL LIBRARY.

The new Congressional library is the largest and most expensive library in the world. It is built of granite, brick, and terra cotta, and is fireproof. Approaching the building from the main or west side, one's attention is attracted by the fountain of Neptune, by Mr. Hinton Perry, just in front of the



Irwin Shepard, Pres. State Normal, Winona, Minn.  
Secretary, N. E. A.

entrance pavilion. This is nearly fifty feet long, and in it Neptune is represented, surrounded by many creatures of the sea-myths. The entrance to the library is by granite steps and railing. Bronze lamps of unique design surmount the railing posts. The library is in the Italian Renaissance in style, and the general plan is that of a rectangle. In the center of the building is an octagon-shaped rotunda, from four sides of which radiate the arms which contain the stacks. On top of the rotunda is an immense copper-covered dome. This is covered with twenty-three karat gold, worth nearly \$4,000. The four corners of the building and the centers of the east and west side project from and above the building, forming pavilions, which relieve the monotony of plain granite, and also give a sense of balance to the building. The keystones of the first-story windows are decorated with ethnological heads, accurately chiseled from plaster casts—a most unique feature of the library. The second-story windows have balustrades, and round and triangular pediments alternating. On the main



I. C. McNeill, President State Normal, West Superior, Wis.  
Treasurer, N. E. A.

front, second story, is a large portico, with twin columns, capped with finely-carved Corinthian capitals. Each pair of columns is made from a single shaft of stone. Behind the columns are seven large windows, and above these are circular

windows, which make the frames for granite busts of famous literary men. The center door to the library is of bronze, symbolizing "The Art of Printing." To the left of this is a bronze door, typifying "Tradition," and to the right, one representing "Writing." The wall and corridor effects within the building cannot be described in words.

#### EXECUTIVE MANSION.

The White-house has not much to boast of in the way of architectural beauty. It is built of freestone, which was painted white after the burning of Washington by the British. On the north it has a portico of eight Ionic columns, with under it a carriage driveway. On the south is a semicircular colonnade. The house was designed by James Hoban, an Irishman, and is similar to the residence of the duke of Leinster, Dublin.

#### THE TREASURY.

The Treasury building has along its east front a colonnade of Ionic columns, copied from the Temple of Minerva, at Athens. This building is of freestone and granite, and has Ionic porticoes on all four sides.

#### STATE, WAR, AND NAVY BUILDING.

The building devoted to the state, war, and navy departments is the largest office building in the world. It is of granite, in the Renaissance style, with four facades, those on the north and south, and those on the east and west, corresponding. The proportions of the building are massive, but so varied is its design, and so balanced its parts, that the impression it gives is one of modern elegance and artistic finish.

#### PATENT OFFICE.

The patent office is one of the most severely simple buildings in Washington. Its proportions are massive, and its architecture is Doric. It was modeled after the Parthenon.

#### PENSION BUREAU.

The pension bureau is a comparatively new building. It is of terra cotta, and is chiefly remarkable for the frieze extend-



Wm. S. Mack, Aurora, Ill.  
Chairman Executive Committee, Department of School  
Administration, N. E. A.

ing around the second story of the building. This represents a marching column over a mile in length, showing the line and staff of the army in campaign.

#### OTHER BUILDINGS.

Of the other specimens of architecture, many of the statues in the city are worthy of a visit. The Smithsonian institution is of red sandstone, of Norman architecture, with nine different types in towers.

The Corcoran art gallery, of fine pressed brick, with brownstone trimmings, in the Renaissance style, is especially worthy of note. Pilasters, with capitals representing Indian corn, divide the front into recesses, and in the four niches are statues of Phidias, Raphael, Michael Angelo, and Albert Durer, representing sculpture, painting, architecture, and engraving. Fine carvings adorn the front, and here is the Corcoran monogram and the inscription, "Dedicated to Art." Statues of Titian, Da Vinci, Rubens, Rembrandt, Murillo, Canova, and Crawford also adorn the building. They are of Carrara marble, seven feet high.

The postoffice building is of Maryland marble, in Corinthian style. Other interesting pieces of architecture might be mentioned, but the most important have already been noticed.

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# National Educational Association,

Washington, D. C., July 6-12, 1898.

(National Council, 6-7. General Association, 7-12.)

## Program of General Sessions.

Programs at both the Grand opera-house, Pennsylvania avenue, between Fourteenth and Fifteenth streets, and the New National theater, Pennsylvania avenue, between Thirteenth and Fourteenth streets, will be presented at all sessions excepting the opening and closing sessions, which will be held in Convention hall, New York avenue and Fifth street.

Thursday evening, July 7, 8 o'clock:

Convention hall—Opening session.

1. Prayer.
2. Music.
3. Address of welcome, Hon. John W. Ross, president of board of commissioners, Washington, D. C.
4. Address. (To be supplied.)
5. Address, Dr. Wm. T. Harris, U. S. commissioner of education, Washington, D. C.
6. President's address, Supt. J. M. Greenwood, Kansas City, Mo.
7. Address, Hon. Webster Davis, assistant secretary of the department of the interior, Washington, D. C.
8. Address, State Supt. Charles R. Skinner, Albany, N. Y.

Friday morning, July 8, 9:15 o'clock:

Grand opera-house—Presiding, Hon. Charles R. Skinner, first vice-president, Albany, N. Y.

1. Prayer.
2. Address (thirty minutes), "The Essentials in United States History to be Taught in Elementary Schools," Prin. W. F. Gordy, Hartford, Conn.
3. Address (twenty minutes), "The Essentials in United States History to be Taught in Secondary Schools," Pres. H. H. Seerley, State normal school, Cedar Falls, Iowa.
4. Music.
5. Discussion (ten-minute speeches without manuscript):
  - (a) Of Prin. Gordy's paper by U. G. Palmer, county examiner, Oakland, Md.
  - (b) Of Pres. Seerley's paper by W. C. Landson, principal of high school, Fort Scott, Kan.



W. S. Sutton, Professor of Pedagogy, University of Texas.

- (c) Of Prin. Gordy's paper by W. S. Sutton, professor of pedagogy, State university, Austin, Texas.
6. General discussion (five-minute speeches). In all general discussions, persons desiring to speak must send their names in writing to the chair.

New National theater—Presiding, Pres. Geo. J. Ramsey, vice-president for Louisiana.

1. Prayer.
2. Music.
3. Address (thirty minutes), "The Essentials of English Composition to be Taught in Elementary Schools," Edward R. Shaw, dean of School of Pedagogy, New York university,

Washington Square, New York.

4. Address (twenty minutes), "The Essentials of English Composition to be Taught in Secondary Schools." (To be supplied.)

5. Discussion (ten-minute speeches without manuscript):
  - (a) Of first paper by Supt. F. S. Hafford, Prescott, Arizona.
  - (b) Of second paper by H. S. Hartzog, president Agricultural college and experiment station, Clemson, S. C.
  - (c) Of first paper by A. W. Rankin, state inspector of graded schools, Minneapolis, Minn.
6. General discussion (five-minute speeches).

Friday evening, July 8, 8 o'clock:

Grand opera-house—Presiding, Supt. J. L. Holloway, vice-president for Arkansas.

Address (eighty minutes), "American Universities and the National Life," Dr. A. S. Draper, president University of Illinois, Champaign, Ill.

New National theater—Presiding, Prin. E. Oram Lyte, vice-president for Pennsylvania.

1. Music.
2. Address (forty minutes), "Our Educational Exhibit at the International Exposition in Paris (1900)," Hon. Wm. T. Harris, U. S. commissioner of education, Washington, D. C.
3. Address (forty minutes), "The Educational Outlook," State Supt. W. W. Stetson, Auburn, Me.

Saturday morning, July 9, 9:15 o'clock:

Grand opera-house—Presiding, Hon. W. W. Stetson, vice-president for Maine.

1. Prayer.
2. Address (thirty minutes), "Influence of Topography and Climate on the Historical Development of the United States," Prof. Jacques W. Redway, geographer, Mt. Vernon, N. Y.
3. Address (thirty minutes), "The Value of Teaching Commercial Geography in the Elementary and Secondary Schools of this Country," Major J. W. Powell, Washington, D. C.
4. Music.
5. Discussion (ten-minute speeches without manuscript):
  - (a) Of first paper by Asst. Supt. Geo. T. Murphy, St. Louis, Mo.
  - (b) Of second paper by State Supt. Wm. Stryker, Topeka, Kan.
  - (c) Of first paper by David W. Hoyt, principal English high school, Providence, R. I.
6. General discussion (five-minute speeches).

New National theater—Presiding, Supt. Jas. M. Ralston, vice-president for New Jersey.

1. Prayer.
2. Address (thirty minutes), "The Latest Practical Discoveries in Biological Science, and Their Bearing on Education," Stanley Coulter, professor of biology, Purdue university, Lafayette, Ind.
3. Address (thirty minutes), "The Mental Disintegration in Children Occasioned by Certain Erroneous School Methods," Dr. W. O. Krohn, psychologist, Eastern Illinois Hospital for the Insane, Kankakee, Ill.
4. Music.
5. Discussion (ten-minute speeches without manuscript):
  - (a) Of first paper by N. A. Harvey, professor of natural science, State normal school, West Superior, Wis.
  - (b) Of second paper by Supt. J. G. Halland, Bismarck, N. D.
  - (c) Of second paper by Supt. L. C. Greenlee, district No. 2, Denver, Col.
6. General discussion (five-minute speeches).

Monday morning, July 11, 9:15 o'clock.

New National theater—Presiding, Pres. Wm. H. H. Beadle, vice-president for South Dakota.

1. Prayer.
2. Address (thirty minutes), "The Educational and Culture Value Derived from the Study of the Higher Mathematics," Prof. W. B. Smith, Tulane university, New Orleans, La.
3. Address (thirty minutes), "The Educational and Culture Value Derived from the Study of Arithmetic, Algebra, Geometry, and Trigonometry," Wm. S. Aldrich, head of department mechanical engineering, State university, Morgantown, W. Va.
4. Music.
5. Discussion (ten-minute speeches without manuscript):
  - (a) "The Constants in Mathematics," Supt. Edward Brooks, Philadelphia, Pa.
  - (b) "Is the Science of Mathematics Qualitative as well as



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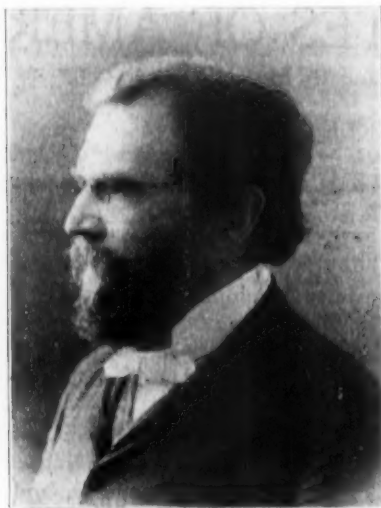
(c) "The Practical Value of the Study of Mental Arithmetic," A. S. Downing, supervisor teachers' institutes and training classes, state department of public instruction, Albany, N. Y.

6. General discussion (five-minute speeches).

Grand opera-house—Presiding, Pres. L. D. Harvey, vice-president for Wisconsin.

1. Prayer.

2. Address (sixty minutes), "Social Basis of Conscience,"



Wm. N. Hatlmann, Washington, D. C.,  
President Department of Elementary Education, N. E. A.

Prof. Josiah Royce, Harvard university, Cambridge, Mass.

3. Music.

4. Discussion (ten-minute speeches without manuscript):

(a) A. C. Millar, president Hendrix college, Conway, Ark.

(b) Henry R. Sanford, state institute conductor, Penn Yan, N. Y.

(c) Supt. H. E. Kratz, Sioux City, Iowa.

5. General discussion (five-minute speeches).

Monday evening, July 11, 8 o'clock:

Grand opera-house—Presiding, Hon. S. T. Black, vice-president for California.

1. Music.

2. Address (sixty minutes), "The Duty of the State in Education," Dr. E. E. White, author and lecturer, Cincinnati, O.

3. Report of the committee on necrology.

New National theater—Presiding, Pres. Hiram Hadley, vice-president for New Mexico.

1. Music.

2. Address (twenty minutes), "The Deaf and Their Possibilities," Dr. E. M. Gallaudet, president College for the Deaf, Washington, D. C.

3. Address (twenty minutes), "Education and Gold in Alaska," Hon. John Eaton, ex-U. S. commissioner of education, Washington, D. C.

4. Address (twenty minutes), "Lessons from American Educational History," Rev. A. D. Mayo, Washington, D. C.

5. Address (twenty minutes), "Man as the Symbol-User," State Supt. N. C. Schaeffer, Harrisburg, Pa.

Tuesday morning, July 12, 9:15 o'clock:

Grand opera-house—Presiding, Miss Margaret W. Sutherland, vice-president for Ohio.

1. Prayer.

2. Address (thirty minutes), "The Duties and Privileges of the Supervisor," Miss Sarah L. Arnold, supervisor of schools, Boston, Mass.

3. Address (twenty minutes), "Women's Clubs as an Educational Factor," Miss Margaret J. Evans, principal women's department, Carleton college, Northfield, Minn.

4. Music.

5. Discussion (ten-minute speeches without manuscript):

(a) "Woman as a Supervisor of Women Teachers," Miss Bettie A. Dutton, principal Kentucky street school, Cleveland, Ohio.

(b) "Teachers' Course of Study," Miss Sara J. Walter, State normal school Willimantic, Conn.

(c) "The Teacher as a Traveler," Miss Lillie A. Williams, State normal school, Trenton, N. J.

6. General discussion (five-minute speeches by ladies).

New National theater—Presiding, Supt. John H. McCahan, vice-president for Maryland.

1. Prayer.

2. Report of the committee on normal schools (thirty minutes). Z. X. Snyder, president State normal school, Greeley, Col.

3. Address (forty minutes), "Democracy and Education," Supt. Edwin P. Seaver, Boston, Mass.

4. Music.

5. Discussion (ten-minute speeches without manuscript):

(a) Supt. McHenry Rhoads, Frankfort, Ky.

(b) Supt. Richard Hardy, Ishpeming, Mich.

(c) Chas. D. McIver, president State normal school and Industrial college, Greensboro, N. C.

6. General discussion (five-minute speeches).

Tuesday evening, July 12, 8 o'clock:

Convention hall—Closing session.

1. Addresses. Educational review (ten-minute speeches without manuscript):

(a) "Some Fundamentals in Teaching," L. D. Harvey, president State normal school, Milwaukee, Wis.

(b) "Sociology's Demand upon the Schools," Supt. J. F. Millsbaugh, Salt Lake City, Utah.

(c) "The Public School of the South," State Supt. A. A. Kincannon, Jackson, Miss.

(d) "Between Day School and Reform School," Supt. C. G. Pearse, Omaha, Neb.

(e) "Education Out of School," E. Oram Lyte, principal State normal school, Millersville, Pa.

(f) "The Proper Education of an American Citizen," G. N. Gresham, principal Lincoln high school, Kansas City, Mo.

(g) "Industrial Education, the Hope of the Nation," Hon. G. R. Glenn, state school commissioner, Atlanta, Ga.

(h) "The School of the Future," A. E. Winship, editor "Journal of Education," Boston, Mass.

(i) "The Personality of the Teacher," James M. Milne, principal State normal school, Oneonta, N. Y.

(j) "The Larger University Idea," Elmer E. Brown, professor of pedagogy, University of California, Berkeley, Cal.

2. Report of committee on resolutions.

3. Introduction of president-elect.

4. Music.

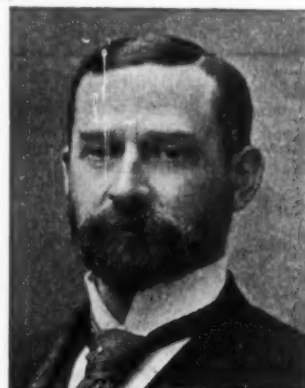
## The National Council of Education.

Sessions in auditorium of Columbian university. Charles De Garmo, president, Swarthmore, Pa. Wm. F. King, vice-president, Mt. Vernon, Ia. Miss Bettie A. Dutton, secretary, Cleveland, O.

The session of the council will be held July 6, morning, afternoon, and evening, and July 7, morning and afternoon. The first two sessions on July 6 will be upon the subject of school hygiene as follows:

Wednesday, July 6; morning session, 9:30 o'clock:

1. "School Hygiene—what it is, and why We Need It," Dr. Edward M. Hartwell, secretary department of municipal statistics, Boston, Mass.



R. H. Jesse, President State University of Missouri, Columbia, Mo.,  
President Department of Higher Education, N. E. A.

2. "Literature,"—bibliography, with explanatory remarks on contents (for reference and printing—not to be read)—Prof. Wm. H. Burnham, Clark university, Worcester, Mass.

3. "School Architecture—Heating, Ventilation, Lighting, and Sanitary Arrangements," Supt. F. Louis Soldan, St. Louis, Mo.; Dr. D. H. Bergey, University of Pennsylvania, Philadelphia.

4. "School Furniture—Seats, Baths, Blackboards, Maps, Etc.," Asst. Supt. Albert P. Marble, New York city; Supt. Charles B. Gilbert, Newark, N. J.

Wednesday, July 6; afternoon session, 2:30 o'clock:

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H. H. Seerley, President State Normal School, Cedar Falls, Iowa.  
President Department of Normal Schools, N. E. A.

Reading, Writing, Arithmetic, Etc., and Studies of Fatigue," Prof. G. W. Fitz, Harvard university, Cambridge, Mass.; Prof. Edward R. Shaw, School of Pedagogy, New York university, New York city.

Wednesday, July 6; evening session, 8 o'clock:

"Relation of Psychology in Its Various Aspects to Education":

1. Introductory paper, Prof. Josiah Royce, Harvard university, Cambridge, Mass.
2. "Rational Psychology," Dr. Wm. T. Harris, U. S. commissioner of education, Washington, D. C.
3. "Experimental and Physiological Psychology," Prof. Lightner Witmer, University of Pennsylvania, Philadelphia.

Discussion, by members of council.

Thursday, July 7; morning session, 9:30 o'clock:

Discussion of the report of Committee of Twelve on rural schools:

- I. "School Maintenance," theses found on pages 53 and 54 of report, Pres. Andrew S. Draper, University of Illinois; Pres. E. O. Lyte, State normal school, Millersville, Pa.; Prof. Euler B. Smith, State normal school, Athens, Ga.
- II. "School Supervision," theses found on pages 75 and 76 of report, Supt. N. C. Dougherty, Peoria, Ill; State Supt. N. C. Schaeffer, Harrisburg, Pa.
- III. "Supply of Teachers," theses found on pages 93 and 94 of report, Pres. John W. Cook, State normal university, Normal, Ill; Supt. Charles B. Gilbert, Newark, N. J.

Thursday, July 7; afternoon session, 2:30 o'clock:

Discussion of report on rural schools concluded:

IV. "Instruction and Discipline in Rural Schools":

THESES.

1. The advantages arising from grading small country schools are more than counterbalanced by the disadvantages of teaching together pupils widely separated in ability and acquirements.
2. Whenever practicable, the pupils of small outlying districts should be transported at public expense to the town center; this plan may embrace all the pupils of the school, or only the older and more advanced.
3. With the limitations suggested in the Report, the monitorial system can be employed to advantage in rural schools.
4. Where rural schools are maintained, written examinations for the older pupils should be held at stated times in town centers by the county superintendent or other competent officer, adequate records of the results of the examination being preserved for future reference.
5. For those who have left school, "school extension" in the form of recommended home-reading under the care of the teacher of the district should be organized and directed by the town or county superintendent.

Discussion opened by Pres. R. G. Boone, State normal school, Ypsilanti, Mich.

Thursday, July 7; executive session, 4:30 o'clock:

1. Report of committee on re-organization. Chairman, Supt. F. Louis Soldan, St. Louis, Mo.
2. Election of officers.

## Department Programs.

### KINDERGARTEN DEPARTMENT.

Sessions in Calvary Baptist church, Eighth and G streets, Miss Mary C. McCulloch, president, St. Louis, Mo. Miss Jenny B. Merrill, vice-president, New York, N. Y. Miss Mary F. Hall, secretary, Milwaukee, Wis.

Friday, July 8, 3 P. M.:

Subject, "Kindergarten Ideals."

1. Address of welcome, B. Pickman Mann, Washington, D. C. Response by the president.
2. "Froebel's Mother Play Songs; the Ideals Suggested by Them," Miss Elizabeth Harrison, Chicago, Ill.
3. "Children's Gardens," Dr. Jenny B. Merrill, kindergarten supervisor, New York city public schools.
4. "A Child Song," Miss Marie Ruef Hofer, Chicago, Ill.
5. "The Kindergarten Games," Miss Susan Pollock, Washington, D. C.
6. Report from the International Kindergarten Union.

Monday, July 11, 3 P. M.:

Subject, "The Influence of the Kindergarten Idea."

1. "The Development of the Inner Life of the Child," Mrs. Maria Kraus-Boelte, New York city.
2. "A Kindergarten Message to Mothers," Mrs. James L. Hughes, Toronto, Ont.
3. "The Influence of the Kindergarten Idea upon the Schools," Supt. F. Louis Soldan, St. Louis, Mo.

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Monday, July 11, 3 P. M.:

1. President's address.
2. "Value of the Hand in the Acquisition of Knowledge and Expression of Thought," Miss Mary F. Hall, supervisor of primary work, Milwaukee, Wis.
3. "Play as a Means of Idealizing and Extending the Child's Experiences," Miss Allie M. Felker, critic teacher, State normal school, San Jose, Cal.

Discussion.

4. Business:—Appointment of committees.

Tuesday, July 12, 3 P. M.:

1. "Necessity of Stimulating and Utilizing Spontaneous Individual Purpose on the Part of the Pupil," Supt. W. H. Elson, Superior, Wis.
2. "Desirability of Fostering Social Effort on the Part of the Pupils," Inspector James L. Hughes, Toronto, Ontario.

Discussion, led by Supervisor B. C. Gregory, Trenton, N. J.



Pres. F. B. Palmer, State Normal School, Fredonia, N. Y.  
Secretary Department of Normal Schools, N. E. A.

3. "Successive Differentiation of Subjects of Instruction," Dr. Z. X. Snyder, president State normal school, Colorado.
4. Business:—Reports of committees; election of officers.

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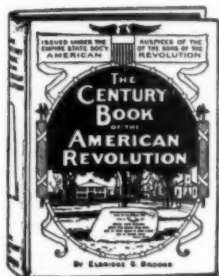
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streets. Geo. B. Aiton, president, Minneapolis, Minn. Mrs. May Wright Sewall, vice-president, Indianapolis, Ind. E. G. Cooley, secretary, LaGrange, Ill.

Friday, July 8, 3 P. M.:

1. "The Influence of Literature in the School."
2. "English the Core of a Secondary Course," John C. Hanna, high school, Columbus, O.
3. "The Presentation and Defense of Three Printed Syllabi for Literature and Composition-Rhetoric in Secondary Schools, with a Statement of the Principles of Choice and Arrangement Followed in the Preparation of Each," Samuel Thurber, headmaster girls' high school, Cambridge, Mass.; Miss Charity Dye, department of literature, Central high school, Indianapolis, Ind.; W. F. Webster, principal of the East Side high school, Minneapolis, Minn.
4. General discussion.

Monday, July 11, 3 P. M.:

A joint session with the department of higher education.

Tuesday, July 12, 3 P. M.:

Round tables:

1. Composition:—"Rhetoric." Leader, Ernest R. Clark, instructor in English, Colorado Springs, Col.
2. "Principals." Leader, Albert Leonard, Syracuse university, N. Y.
3. "History."
4. "High School as a Social Factor." Leader, C. H. Thurber, dean of Morgan Park academy, Morgan Park, Ill.

#### HIGHER EDUCATION.

Columbian University hall, Fifteenth and H streets. R. H. Jesse, president, Columbia, Mo. A. T. Ormond, vice-presi-



J. H. Van Sickle, Denver, Colo.  
Vice-President Library Department, N. E. A.

dent, Princeton, N. J. Henry Wade Rogers, secretary, Evans-ton, Ill.

Monday, July 11, 3 P. M.:

Joint session of departments of secondary and higher edu-cation:

1. "Are there studies that, as constants, should be pursued in some measure in every course in the secondary schools, and in the freshman and sophomore years of the college? If so, what are these constants, and what should be the minimum requirement in each in these six years?" (twenty minutes) Dr. James M. Green, State normal school, Trenton, N. J.
2. Discussion (ten minutes), Prof. Frank Thilly, University of Missouri, Columbia, Mo., and Dr. Geo. E. McLean, chan-celler of University of Nebraska, Lincoln, Neb.
3. "The Better Preparation of Instructors for Secondary Schools," (twenty minutes) Prof. M. V. O'Shea, University of Wisconsin.
4. Discussion (ten minutes), Prof. Walter B. Jacobs, high school, Providence, R. I.

Tuesday, July 12, 3 P. M.:

1. Should the undergraduate curriculum of four years in col-leges and universities be shortened by:
  - (a) Reducing it to three years (twenty minutes)? Dr. Al-bert Shaw, editor of "Review of Reviews," New York city.
  - Discussion, Prof. A. T. Ormond, Princeton university, Princeton, N. J.
  - (b) By allowing such freedom of electives in the junior and senior years that a bachelor degree and a professional degree

may be obtained in six years (twenty minutes)? Pres. James H. Canfield, University of Ohio, Columbus.

Discussion, J. H. Penniman, dean University of Pennsylv-ania, Philadelphia.

General discussion (five-minute speeches), twenty-five min-utes.

2. "Is it possible and desirable to form a federation of good colleges and universities in the United States similar to the National Federation of Medical Schools?" Prof. B. A. Hins-dale, University of Michigan, Ann Arbor, Mich.

Discussion (ten minutes), Pres. A. S. Draper, University of Illinois, Champaign, Ill.

Discussion (ten minutes), Pres. Charles W. Dabney, Uni-versity of Tennessee, Knoxville, Tenn.

General discussion (five-minute speeches).

#### NORMAL SCHOOLS.

All-Souls church, Fourteenth and L streets. H. H. Seer-ley, president, Cedar Falls, Ia. Miss Rose C. Swart, vice-pres-ident, Oshkosh, Wis. F. B. Palmer, secretary, Fredonia, N. Y.

Topic, "The formulation of a course of study setting forth the minimum requirements for graduation from the state nor-mal schools of the United States."

Friday, July 8, 3 P. M.:

1. "The New England State Normal Schools," (fifteen min-utes) A. G. Boyden, Bridgewater, Mass.
2. "The Southern State Normal Schools," (fifteen minutes) Miss Marion Brown, New Orleans, La.
3. "The Middle State Normal Schools," (fifteen minutes) N. C. Schaeffer, Harrisburg, Pa.
4. "The North Central State Normal Schools," (fifteen min-utes) R. G. Boone, Ypsilanti, Mich.
5. "The Pacific Slope State Normal Schools," (fifteen min-utes) E. T. Pierce, Los Angeles, Cal.

Tuesday, July 12, 3 P. M.:

1. "The West-Mississippi Valley State Normal Schools," (fifteen minutes) H. H. Seerley, Cedar Falls, Iowa.
2. "The Training School, the Model School, the Practice School in the United States," (twenty minutes) Z. X. Snyder, Greeley, Col.

General discussion.

#### ART EDUCATION.

Luther Place Memorial church, Fourteenth and N streets. D. R. Augsburg, vice-president, Salt Lake City, Utah. Flor-ence Browning Himes, secretary, Albany, N. Y.

Friday July 8, 3 P. M.:

1. "The Supervisor of Drawing in the Public Schools," Fred H. Daniels, supervisor of drawing, Buffalo, N. Y.
- Discussion, by Mrs. S. E. W. Fuller, supervisor of drawing, Washington, D. C., and Miss Gertrude Stoker, supervisor of drawing, St. Paul, Minn.
2. "The Province of Art in the High School," Miss Rhoda E. Selleck, high school, Indianapolis, Ind.
- Discussion, by Mr. J. S. Ankney, supervisor of drawing, Carthage, Wis.
3. "Report of the Committee of Ten on the Relation of the Library to Art Education," Chairman W. M. R. French, direc-tor "Art Institute," Chicago, Ill.
4. Business:—Appointment of committees.

Monday, July 11, 3 P. M.:

1. "The Function of Art in the Education of the American Citizen," Mr. Wm. Ordway Patridge, sculptor, Milton, Mass.
- Discussion, by John S. Clark, Boston, and C. C. Messer, Washington, D. C.
2. "Some Pedagogical Principles which should Govern the Teaching of Drawing," M. V. O'Shea, University of Wiscon-sin.
- Discussion, opened by Ernest L. Major, Normal Art school, Boston, Mass.
3. Report of committees.
4. Election of officers for ensuing year.

#### MANUAL AND INDUSTRIAL EDUCATION.

Masonic hall, Ninth and F streets. Edward O. Sisson, pres-ident, Peoria, Ill. Wm. R. Lazenby, vice-president, Colum-bus, O. Judson E. Hoyt, secretary, Menominee, Wis.

Monday, July 11, and Tuesday, July 12, 3 P. M.:

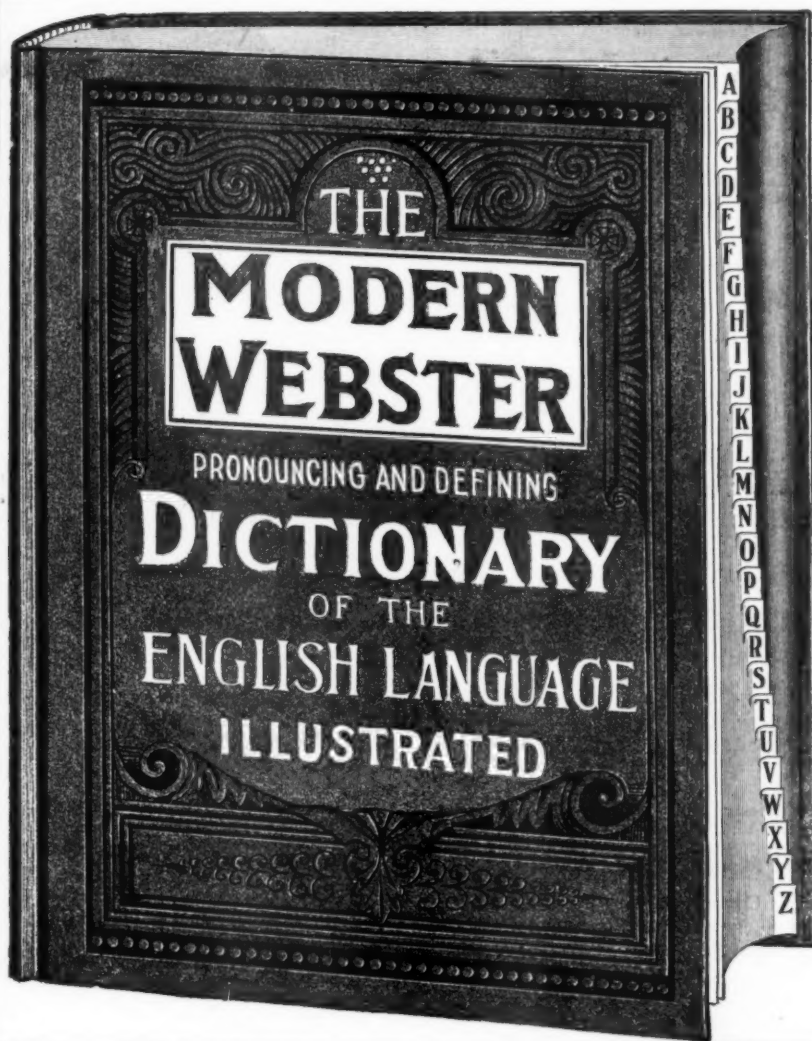
The following is a skeleton of the program:  
Paper, by Pres. J. L. Snyder, Michigan Agricultural college, Lansing, Mich.  
"Domestic Science as a Systematic Study for Girls," Mrs. Ellen M. Richards, Institute of Technology, Boston, Mass.  
"Manual Training and Horticulture," Prof. Wm. R. Lazen-by, State university, Columbus, Ohio.  
It is expected that the manual arts section of the N. E. A. and the American Manual Training Association will hold joint meetings. The above program will be given under the auspices of the N. E. A., and to it the members of the A. M. T. A. will be invited. The A. M. T. A. will give a program



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#### MUSIC EDUCATION.

Guntton-Temple Memorial church, Fourteenth and R streets. O. E. McFadon, president, Minneapolis, Minn. Mrs. Emma M. Thomas, vice-president, Detroit, Mich. Miss Lillian Byington, secretary, Moline, Ill.

Friday, July 8, 3 P. M.:

1. "Fads in Public School Music," E. W. Pearson, supervisor of music, Philadelphia, Pa.
- Discussion, by N. Coe Stewart, supervisor of music, Cleveland, O.
2. "The Aesthetic Emotions and Their Culture," Pres. Sylvester F. Scovel, University of Wooster, Wooster, Ohio.
3. "What Makes Music and what Makes Children Musical?" Miss Marie Ruef Hofer, Chicago, Ill.
- Discussion, by Miss Helen W. Trask, Minneapolis, Minn.
4. "Individual Singing," C. H. Congdon, supervisor of music, St. Paul, Minn.

Tuesday, July 12, 3 P. M.:

1. Songs by classes from city schools of Washington, conducted by Miss Anna E. Scammell, supervisor of music.
2. "School Music in Character Making," A. E. Winship, editor "New England Journal of Education," Boston, Mass.
3. "The Next Step—What shall it be?" Mrs. Carrie B. Adams, Terra Haute, Ind.
- Discussion, by Miss Sarah Louise Arnold, Boston, Mass.
4. Report of committee on school songs, P. C. Hayden, Quincy, Ill.

#### BUSINESS EDUCATION.

Academy of Music, Ninth and D streets. Durand W. Springer, president, Ann Arbor, Mich. Allan Davis, chairman executive committee, Washington, D. C. D. M. Willis, secretary, Morgantown, West Va.

Friday, July 8, 3 P. M.:

1. "Reasonable Expectations in Business Education," Hon. Lyman P. Gage, secretary of the treasury, Washington, D. C.
2. "A Model Business-College Course," J. M. Mehan, Des Moines, Ia., for the Committee of Nine.
3. "A Model High-School Business Course," Durand W. Springer, Ann Arbor, Mich.
4. "Business Education in the High School," Prof. Emory R. Johnson, University of Pennsylvania, Philadelphia, Pa.

Tuesday, July 12, 3 P. M.:

1. "Qualifications and Training of the Congressional Reporter," David Wolf Brown, chief reporter, U. S. house of representatives.
2. "Qualifications and Training of Court Reporter," Isaac S. Dement, Chicago, Ill.
3. "The Object and Method of Teaching Commercial Geography," Prof. D. M. Willis, University of West Virginia, Morgantown, W. Va.

#### CHILD STUDY.

Foundry church, Fourteenth and G streets. M. V. O'Shea, president, Madison, Wis. Miss Sarah A. Stewart, vice-president, Milwaukee, Wis. G. W. A. Luckey, secretary, Lincoln, Neb.

Monday, July 11, 3 P. M.:

1. "The Reading of Children in the Adolescent Period," C. H. Thurber, University of Chicago, Chicago, Ill.
2. "Heredity and Environment—A Study in Adolescence," Edgar James Swift, Normal school, Stevens Point, Wis.
3. "The Work of the High School in the Light of Recent Studies upon Adolescence," Dr. Albert Leonard, Syracuse university.
4. "A Year's Study of the Entering Pupils of the Springfield, Mass., High School," Fred W. Atkinson, principal of high school, Springfield, Mass.
5. "Some Cautions to be Observed in Child Study," Ossian H. Lang, New York city.

Tuesday, July 12, 3 P. M.:

1. "The Influence of the Weather upon the Activities of Children," Edwin G. Dexter, normal school, Greeley, Col.
2. "The Rearing of Children from an Experimental Standpoint," Elmer Gates, Laboratory of Psychology and Psychurgy, Chevy Chase, Md.
3. "Child Study in the Training of Teachers," John G. Thompson, principal of normal school, Fitchburg, Mass.

#### PHYSICAL EDUCATION.

Universalist church, Thirteenth and L streets. C. E. Ehinger, president, West Chester, Pa. Miss R. Anna Morris, vice-

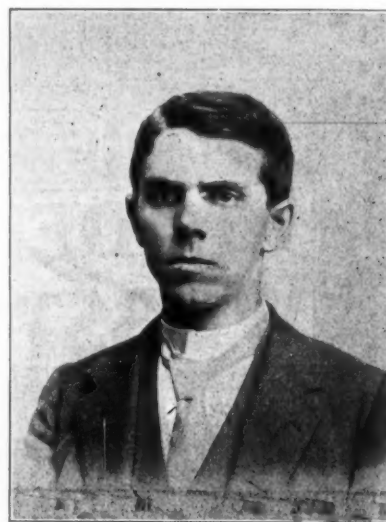
president, Cleveland, O. Dr. H. B. Boice, secretary, Trenton, N. J.

Friday, July 8, 3 P. M.:

1. "The Effect of Exercise on the Vital Organs," Dr. W. T. Harris, U. S. commissioner of education, Washington, D. C., and Dr. Henry Long Taylor, New York city.
2. "The Mental Factor in Physical Training," Dr. Lightner Witmer, University of Pennsylvania, Philadelphia, Pa.

Monday, July 11, 3 P. M.:

1. "The Influence of School Life on Curvature of the Spine," Dr. R. Tait McKenzie, McGill university, Montreal, Canada.



Charles A. McMurry, Normal, Ill.  
Secretary of the National Herbart Society.

2. "Play in Physical Education," G. W. Johnson, superintendent of public schools, Andover, Mass.
3. "Public School Gymnastics," Dr. E. M. Hartwell, secretary bureau municipal statistics, Boston, Mass.

#### NATURAL SCIENCE EDUCATION.

St. Paul's Lutheran church, Eleventh and H streets. P. C. Freer, president, Ann Arbor, Mich. Chas. N. Cobb, vice-president, Albany, N. Y. C. J. Ling, secretary, Denver, Col.

Friday, July 8, 3 P. M.:

1. Presidential address, "The Relation of Natural-Science Instruction in the High School to that in the University," P. C. Freer, Ann Arbor, Mich.
2. "The Teaching of Biological Science in the High Schools," W. P. Hay, Washington, D. C.
3. Preliminary report of the standing Committee of Ten. Chairman, A. Smith, Chicago, Ill.
- Discussion of the report.
4. Business:—Appointment of committees.

Tuesday, July 12, 7 P. M.:

1. Report of the standing Committee of Ten.
2. Discussion of the report.

#### SCHOOL ADMINISTRATION.

Columbian University hall, Fifteenth and F streets. John E. Brandegee, president, Utica, N. Y. Kenton Chickering, first vice-president, Oil City, Pa. Wm. Geo. Bruce, secretary, Milwaukee, Wis. Charles Quarles, second vice-president, Milwaukee, Wis. Wm. S. Mack, chairman executive committee, Aurora, Ill.

Friday, July 8, 3 P. M.:

1. President's address, John E. Brandegee, Utica, N. Y.
2. "The Selection, Appointment, and Removal of Teachers and the Grading of Salaries."
3. Discussion.
4. "What Kind of Centralization, if Any, will Strengthen Our Local School Systems?" Harvey H. Hubbert, Philadelphia, Pa.
5. Discussion, W. C. Webster, New York city.
6. Special topics for general discussion:
  - (a) "Obstacles in the Way of Compulsory Education."
  - (b) "The Influence of Politics upon School Administration."
  - (c) "The Teacher's Tenure of Office," led by B. W. Wright, Ishpeming, Mich.

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Saturday, July 9, 3 P. M.:

1. "Manual Training—Its Purpose and Value," Job Barnard, Washington, D. C.
2. Discussion, Dr. C. M. Woodward, Washington university, St. Louis, Mo.; P. N. Sigler, Dayton, O.
3. "The Professional and Non-Professional Bodies in Our School System, and the Proper Function of Each." (To be supplied.)
4. Discussion, J. W. Errant, Chicago, Ill.
5. Special topics for general discussion:
  - (a) "Taxation for School Purposes."
  - (b) "Heating and Ventilation of School-Rooms."
  - (c) "How to Establish the Right Relation Between the Public Library and the Public School."

#### LIBRARY DEPARTMENT.

Wesley chapel, Fifth and F streets. L. D. Harvey, president, Milwaukee, Wis. J. H. Van Sickle, vice-president, Denver, Col. Miss Myrtilla Avery, secretary, Albany, N. Y.

Monday, July 11, 3 P. M.:

1. Report of committee on the relations of public libraries to public schools.
2. General discussion.

Tuesday July 12, 3 P. M.:

1. Report of committee on reading lists and editions for the several grades of public schools.
2. Reading lists for public schools; how prepared? how used effectually? Sherman Williams, Glens Falls, N. Y.
3. "How to Interest the Public in Children's Reading," Frank C. Patten, Helena, Mont.
4. General discussion.

#### EDUCATION OF THE DEAF, BLIND, ETC.

Franklin school building, Thirteenth and K streets. Joseph C. Gordon, president, Jacksonville, Ill. Miss Sarah Fuller, vice-president, Boston, Mass. Miss Mary McCowen, secretary and treasurer, Chicago, Ill.

Monday, July 11, and Tuesday, July 12, 3 P. M.:

1. "Early Education of Deaf Children," Mrs. E. L. Osgood, Boston, Mass.
2. "The Relation of Language Teaching to Mental Development," S. G. Davidson, Mt. Airy, Philadelphia, Pa.

3. "Some Facts Regarding the Partially Deaf," Lillie Eginton, Warren, New York.

4. "The Day Schools of Wisconsin," Prof. Robert Spencer, Milwaukee, Wis.

5. "Nasality," Dr. George Hempl, Ann Arbor, Mich.

Addresses will be given by Dr. Alexander Graham Bell and Dr. Edward M. Gallaudet. Dr. William O. Krohn, of Hospital, Ill., is to organize a physical laboratory for sense tests.

#### THE NATIONAL HERBART SOCIETY.

Foundry church, Fourteenth and G streets. Charles De Garmo, president, Swarthmore, Pa. Charles A. McMurry, secretary, Normal, Ill.

The National Herbart Society has arranged for two round-table discussions upon the following papers, which will be printed in the fourth-year book, and distributed to the members of the society before the time of the Washington meeting.

Friday, July 8, 3 P. M.:

1. "The Relation of Knowledge to Conduct and Will," Prof. James Seth, of Cornell university; discussed by Prof. Herbert G. Lord, of the Teachers' college, Buffalo, N. Y., and by Prof. E. B. Delabarre, Brown university, Providence, R. I.
  2. The social significance of United States history:
    - (a) "What to Teach," Prof. John Bach McMaster, University of Pennsylvania, Philadelphia, Pa.
    - (b) "Pedagogical Method of Approach," Prof. M. G. Brumbaugh, University of Pennsylvania.
    - (c) "Religious Toleration—A Didactic Illustration," Prin. Frank G. Blair, Franklin school, Buffalo, N. Y.
- Discussion, Prof. W. H. Mace, Syracuse university, Syracuse, N. Y., and Prof. C. A. Herrick, of the boys' high school, Philadelphia, Pa.

Saturday, July 9, 3 P. M.:

3. "The Social Function of Geography,"
    - (a) "General View," Prof. Spencer Trotter, Swarthmore college, Pa.
    - (b) "The Value of System in Geography," Prof. W. M. Davis, Harvard university, Cambridge, Mass.
- Discussion, Prof. Richard E. Dodge, Teachers college, New York city; Prof. Elmer E. Brown, University of California, Berkeley, Cal.

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#### Sheldon's Arithmetics. Two Books.

Stoddard's New Intellectual Arithmetic.

Hull's Arithmetics.

Hull's Complete Algebra.

Sheldon's Elements of Algebra.

Sheldon's Complete Algebra.

Hull's Elements of Geometry.

New Franklin Readers.

Sheldon's Modern School Readers.

Hazen's Series of Readers.

Modern Spelling Book.

Hunt's Primary Word Lessons.

Souder's United States History. In two books.

Butler's Series of Geographies.

Warren's Series of Geographies.

Avery's-Sinnot's First Lessons in Physical Science.

Avery's Elementary Physics.

Avery's School Physics.

Hill's Elements of Rhetoric and Composition.

Hill's Science of Rhetoric.

Hill's Elements of Psychology.

Chapin's First Principles of Political Economy.

Haven's Mental Philosophy. New Edition.

Wayland's Chapin's Political Economy.

Shaw's Backus's Outlines of Literature, English and American.

SEND FOR CIRCULARS AND CATALOGUES.

**SHELDON & COMPANY,** New York, Philadelphia, Chicago, Boston

(Continued from page 760.)

*The School Journal* is published fifty times a year. Next week will be sent out the regular monthly school board issue. The numbers of July 9, 16, and 23, will be devoted principally to reports of the National Council of Education, the National Educational Association, the Trans-Mississippi Educational Convention, and other important conferences of teachers. No papers will be published July 30, August 6, and August 13. The fact that 1898 has fifty-three Saturdays will explain why three numbers are omitted. The editorial staff is duly grateful for the prospect of longer vacation.

With the present number closes the fifty-sixth volume of *The School Journal*. The index reveals in a measure what has been the aim of the editors and the ground that has been covered. Among the most important improvements planned for the next school year are a more complete organization of the system of correspondence from all great centers of educational activity, especially the great metropolitan territories of New York, Chicago, and London, Philadelphia, St. Louis, Cincinnati, Pittsburg, Washington, Indianapolis, Boston, Toronto, St. Paul, and Minneapolis; reports of the actual working of representative educational institutions; a wider range of timely discussions of pedagogical and related problems; editorial reviews of current events and fuller consideration of the practical needs of superintendents, principals, ambitious teachers of elementary and high schools and boards of education.

The monthly digest number will be more comprehensive and more thoroughly representative of the literary outlook in the educational field. These special numbers will contain abstracts and reviews not only of important educational articles appearing in professional and general periodicals, but also noteworthy books in the departments of pedagogy, educational psychology, sociology and general philosophy. So much demand is made upon the time of educators that a monthly review number of this kind has come to be regarded as a necessity. Since *The School Journal* began the introduction of this feature, many educational periodicals have started out along similar lines. This is considered to be a fairly sure sign that the departure is meeting with general approval (Vide the departments of school law, reports of lessons, school board features and many other good friends which the eye meets with in exchanges coming to the editorial desk.)

The series of art studies which appeared in the present volume will be continued next year. There will be discussions of important methods of teaching number and language. Nature study with geography and related branches will receive more attention than ever before. History teaching and mathematics have received rather less attention than other studies in the past year and hence will be more fully considered. Articles on field work in natural science, the use of the stereopticon in schools, and other subjects of special interest to teachers in the higher grammar grades, the high schools and colleges have been prepared for the next volume by well-known specialists. Suggestions as to how the value of this weekly may be still more enhanced, will be thankfully received.

*Educational Foundations* occupies a unique place in the field of pedagogical literature. It is really a series of monthly text-books of pedagogy and related sciences; history of education, educational psychology, child study, school hygiene, school management, methods of instruction, systems of education, theoretical pedagogics and pedagogical ethics are the departments. On page 785 will be found a full outline of the

ground covered by this publication. The index printed in the June number shows the character of it. The magazine has the highest endorsement given to any educational periodical. Dr. Harris, Dr. E. E. White, Dr. Shaw, G. Stanley Hall, Prof. O'Shea, and many other well-known educators are among its staunch supporters.

The monthly *Teachers' Institute* begins its twenty-first year in September. This is the practical teachers' magazine par excellence. A definite course of study is followed and no pains spared to make it indispensable to teachers of graded and ungraded elementary schools in cities and country districts. No other publication is so thoroughly timely and helpful, as a glance at any one number of the twentieth volume just closing will show.

The June number, for instance, contains suggestions on teaching patriotism, and on teaching present day history and geography. The war with Spain is made the subject of an illustrated article and many maps are given in outline which can be readily sketched on the blackboard. The geography and history of Spain, Cuba, Porto Rico, and the Philippines is presented. Besides, there are a number of thoroughly practical outlines, material, devices, and limits for giving lessons on the parts of flowers, honey, peanuts, etc. Frank H. Hall discusses recent and prospective changes in methods of teaching arithmetic. Prof. William M. Giffin contributes suggestive test exercises in arithmetic. Prof. Elmer W. Cavins, of the Illinois Normal university, has furnished an article on the use of the blackboard. Patriotic exercises cover several pages. The teacher's duties with reference to the street conduct of pupils are treated. In short, the whole number is full of material that appeals to the working teacher. A splendid supplement is enclosed, consisting of a large new map of Cuba, Porto Rico, and the Philippines, revised to date and printed in three colors. Superintendents and principals are frequently asked to recommend a practical teachers' paper; they will be interested in a circular issued by E. L. Kellogg & Co., 61 East 9th street, New York, describing *The Teachers' Institute* for the year 1897 to 1898.

Among the supplements to be sent out with the new volume are sixteen beautiful plates, printed in colors by the wonderful new process of color photography. These supplements alone cost more than the year's subscription to the magazine, which is \$1.00.

The most popular paper with the teachers of little children is *The Primary School*, a magazine devoted exclusively to the first four years of school life. The plan of the past year has been to follow a definite program printed in full and supplemented by methods, devices, and directions. In no educational paper are the special, practical needs of the constituents more closely considered. Hundreds of attractive illustrations and blackboard designs fill the pages of the seventh volume which has just closed with the June number. The latter number may be considered fairly representative of the character of this magazine. There are, aside from the outlines of the primary work for June, hints on the floral decoration of school-rooms; lessons on birds, races of men, flowers, sponges, Spanish child-life, the multiplication table, wasps, etc.; picture studies are suggested; there are songs and recitations for closing exercises, a scarf drill and a Mother Goose Ball entertainment and other aids to successful school conduct. *The Lilliputian* is a children's paper, for supplementary reading and is a regular feature of *The Primary School*. A very valuable supplementary chart accompanies the magazine, forming an illustrated aid to lessons on the races of men. The magazine is published at \$1.00 per year.

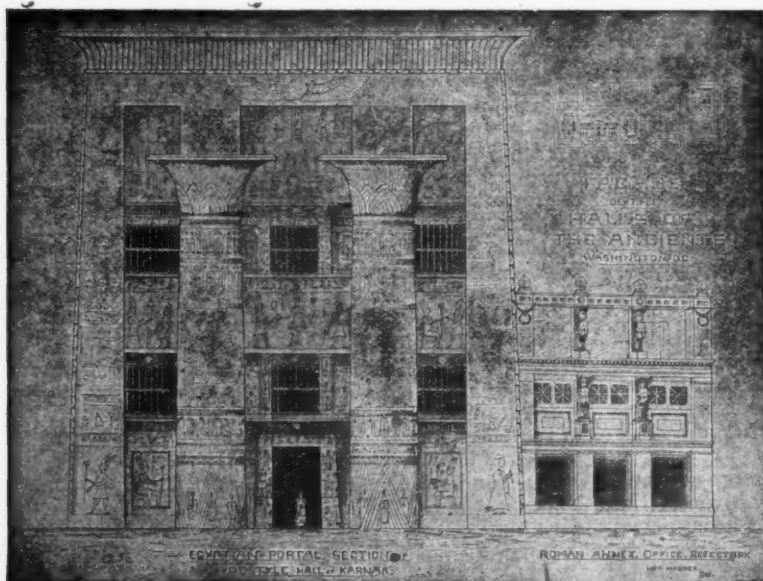


## The National Educational Exhibit.

In connection with the meeting of the N. E. A., there will be a magnificent national exhibit of educational publications, school appliances, and other material of special interest to teachers and school officers. The credit to the universal satisfaction with which the preparations for this event have been received is due, principally, to the intelligent and energetic efforts of Mrs. Sara C. Spencer, of Washington.

### THE HALL OF THE ANCIENTS.

It was early seen that the exhibit would require a large amount of space, and the committee looked for a suitable building. Mr. Franklin W. Smith, who is widely known from his reproduction of the House of Pansa (Pompeii) at Sara-



toga, was building in Washington, for the National Galleries Company, a building to be known as the "Halls of the Ancients." When approached by the exhibit committee, Mr. Smith said he should consider it an honor to have the N. E. A. dedicate the building by using it for their educational exhibit; so the matter was settled, and five of the halls secured. The halls are intended to bring down to the people of the present the civilization of the past. This includes the life of the Egyptian, Assyrian, Græco-Roman, and Sarcenic peoples. The portal of the building will be a reproduction of a section of the Hypostyle hall of Karnak, with its famous columns twelve feet in diameter and seventy feet in height. The Assyrian halls will be belted with casts from the site of ancient Nineveh and Nimrod slabs in the British museum. The Saracenic halls will be reproductions from the Alhambra and the house of Benzaquin in Tangier. The Roman house, on the first floor, will be an elaborate reproduction of the house at Saratoga. In the lecture hall will be exhibited the monster painting, 9 x 50 feet, of "The Grandeur of Rome in the Time of Constantine."

The space at command in these halls will be 12,000 square feet, and the classification of exhibits is as indicated on the back of the map of Washington, issued with this number.

### POINTS OF VALUE TO EXHIBITORS.

The following rules, in substance, have been adopted by the committee for the guidance of exhibitors:

1. Nothing foreign to the business of the exhibitor will be permitted in the space allotted to him without previous consent of the committee.
2. Space cannot be sub-let without the committee's permission.
3. No more space will be assigned to any exhibitor than is absolutely necessary.
4. All applications for space should be in by May 15.
5. Space will be allotted about June 1, in order of application and contract.
6. Applications later than June 1 will be allotted space if there is any left vacant.
7. Assigned space not taken by July 5 will be declared forfeited, and will be assigned to others.
8. The committee reserves the right to refuse space or remove exhibits, for cause.
9. On and after June 20 exhibitors and their agents will be admitted to the building.
10. All articles placed on exhibition must remain throughout the meeting.

11. Goods shipped should be marked: "Educational Exhibit, Halls of the Ancients, New York avenue, between 13th and 14th streets, Washington, D. C."

12. Goods must be properly displayed on or before July 5.

13. Temporary structures for exhibitors must be erected under supervision of the committee.

14. Signs must be small, neat, and properly placed.

15. Exhibitors must provide their own platforms, tables, shelves, etc.

### RULES FOR EXHIBITORS.

The latest news from the committee contains much of value to exhibitors, and clears up several mooted points:

1. No licenses will be required for sale of goods on the premises during the exhibit, and the committee makes no charge therefor.

2. Extra wall space besides that naturally accompanying the floor space may be obtained, if near and available, at ten cents per square foot. For exhibitors' use, it extends to a height of twelve feet from the floor.

3. The walls are finished in soft plaster, which will not now hold a tack; so sheathing, wooden framework must protect the wall, upon which signs, maps, charts, pictures, etc., are displayed. The master carpenter of the building will do this work, if desired, and exhibitors will be charged pro rata for the work. His address is Samuel H. Edmonston, 611 G street, N. W. Explicit directions, with diagrams, should be sent, in communicating with him. Work on exhibits may begin June 20.

4. Booths and partitions are not being ordered, so the effect will be of large halls, with all exhibits visible from the entrance.

5. Exhibitors are ordering either kitchen tables or desks, or framework made by carpenters, and covered with marbleized paper, oilcloth, muslin, flags, or the like. Tables may be obtained from W. B. Moses' Sons, 11th street, corner F. N. W. Chairs may be rented at reasonable rates.

6. Electric lights will be in every portion of the building. The exhibit is open on and after July 5, from 9 A. M. to 10:30 P. M.

7. A superintendent of exhibits, assistant and watchman, will give information, preserve order, and protect property.

8. In emergency cases, a special exhibit may be sent to the committee, who will unpack and display it in space already contracted for. A representative from the firm should be present, to open, display, and describe the exhibit. If requested, the committee will furnish teachers as Washington agents, at reasonable rates. Bulletin boards at the entrance to the



Dr. Albert Shaw, Editor "Review of Reviews," Paper, Dept. Higher Education, N. E. A., July 12.

building will announce exhibitors' names and locations.

9. Full information regarding the exhibit will be on one page of the N. E. A. official program and guide.

10. In the Hall of the Model and the Hall of the Arts and Crafts, there is still space for about ten exhibits, 10 x 10, or varying from five to fifteen feet front by ten in depth.

11. While the Halls of the Ancients are not yet completed, and



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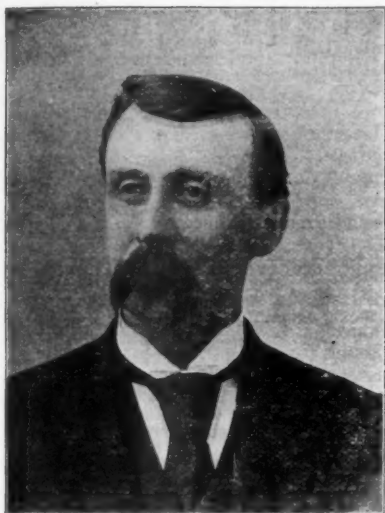
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Frank H. Hall, Superintendent of the State Institution for the Blind, Jacksonville, Ill. Address, General Session, N.E.A. July 11.

the gigantic columns of Karnak are not yet begun, the Roman house and the Saracenic halls will be done, the picture gallery filled, and the immense picture, "Rome in Its Glory," will be exhibited. The halls could not have been used had they been finally completed.

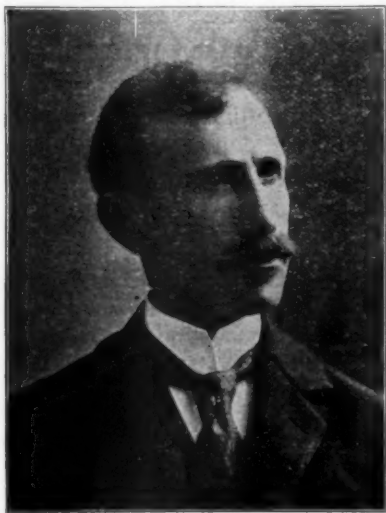
12. While Washington has many war visitors, yet the committee on public comfort feel sure that there will be no trouble about hotel accommodations.

#### EDUCATIONAL EXHIBITS.

The following are registered as exhibitors of educational text-books, publications, and school appliances at the Thirty-Seventh Annual Convention of the National Educational Association, in Washington, D. C., July 7 to 12, 1898:

#### Text-Books.

Allyn & Bacon, Publishers	-	-	-	Chicago
Text-Books.				
American Book Co.				
New York, Cincinnati, Chicago, Boston, Atlanta, Portland, Or.				
School Books. In charge of exhibit, Mr. Greene.				
Educational Publishing Co.	-	-	-	Boston and New York
Ginn & Co.	-	-	-	Boston, New York, Chicago
School Text-Books.				
D. C. Heath & Co.	-	-	-	Boston and New York
Houghton, Mifflin & Co.	-	-	-	Boston and New York
School and College Books.				
Wm. R. Jenkins, Publisher	-	-	-	New York
Stationery, French Books, etc.				
Leach, Shewell & Co.	-	-	-	Boston and New York
School and College Text-Books. Mr. Sibley and Mr. Kimpton.				



Supt. W. H. Elson, Superior, Wisconsin. Paper, Dept. Elementary Education, N. E. A., July 12.



Mrs. Allie M. Felker, Critic Teacher, State Normal School, San Jose, Cal. Paper, "Play as a Means of Idealizing and Extending the Child's Experiences," Dept. of Elementary Education, N. E. A.

J. B. Lippincott Co.	-	-	-	Philadelphia and New York
Macmillan & Co.	-	-	-	New York
Books for Schools, Colleges, and Universities. Mr. Wise.				
Maynard, Merrill & Co.	-	-	-	New York
Educational Publications.				
Mumford & Co.	-	-	-	Chicago
Child Study, Nature, and Art.				
New England Publishing Co.	-	-	-	Boston
Benj. H. Sanborn & Co.	-	-	-	Boston
School and College Text-Books.				
Scott, Foresman & Co.	-	-	-	Chicago
Text-Books for Schools and Colleges.				
Charles Scribner's Sons	-	-	-	New York
Text-Books for Colleges, Seminaries, and High Schools.				
Silver, Burdett & Co.	-	-	-	Boston, New York, Chicago
Werner School Book Co.	-	-	-	Chicago, New York, Boston, Philadelphia
School and College Text-Books. Mr. W. J. Button.				

#### Commercial Text-Books.

Ellis Publishing Co.	-	-	-	Battle Creek, Mich.
System of Business Practice.				
S. S. Packard	-	-	-	New York
Commercial Text-Books.				
Practical Text-Book Co.	-	-	-	Cleveland, O.
Commercial Text-Books.				
W. H. Sadler	-	-	-	Baltimore, Md.
Commercial Books.				
Williams & Rogers	-	-	-	Rochester, N. Y.
Commercial Text-Books.				

#### Supplies and Apparatus.

The A. H. Andrews Co.	-	-	-	Chicago
Relief Globes, etc.				
Central School Supply House	-	-	-	Chicago
Relief Maps, Reading Charts, Library Filing Cabinets, etc.				
Century School Supply Co.	-	-	-	Chicago
The Crowell Apparatus Co.	-	-	-	Indianapolis, Ind.
Physical Science Apparatus.				
Dixon Crucible Co.	-	-	-	Jersey City, N. J.
Graphites, etc.				
A. W. Elson & Co.	-	-	-	Boston
Pictures for Schools, Greek and Roman Art, Photogravures, etc.				
F. W. Emerson Co.	-	-	-	Rochester, N. Y.
Drawing Tables and Apparatus.				
Haney School Furniture	-	-	-	Grand Rapids, Mich.
Holden Patent Book Cover Co.	-	-	-	Springfield, Mass.
Book Covers, Self Binder, etc.				
Edwin E. Howell	-	-	-	Washington, D. C.
Relief Maps, Nature Studies in Relief.				
Thos. Kane Co.	-	-	-	Racine, Wis.
Office Chairs, etc.				
Lord Manufacturing Co.	-	-	-	Riverside, Cal.
Combination Blackboard Eraser and Pencil Sharpener.				



McShane Bell Foundry Co. - - - Baltimore, Md.  
 School Bells,  
 Morse Machine Co. - - - Rochester, N. Y.  
 Draughting Room Furniture.  
 Palmer Electrical Supply Co. - - Philadelphia, Pa.  
 Electrical Instruments,

Milton Bradley Co. - - - Springfield, Mass., and New York  
 Kindergarten Material and Primary Books. Mr. L. N. Nara-  
 more and Mr. Tapley.  
 Prang Educational Co. - - - Boston and New York  
 Mr. W. E. Cochrane.

**Periodicals.**

Educational Gazette Co. - - - Rochester, N. Y.  
 School Journals.  
 Edw. L. Kellogg & Co. - - - New York and Chicago  
 Periodicals.  
 School News and Practical Educator - - Taylorsville, Ill.  
 Journals.  
 Scientific Temperance Journal - - - Boston

**Music.**

Hope Publishing Co. - - - Chicago  
 National Songs,  
 Novello, Ewer & Co. - - - New York  
 Music for Schools, Voice Training. Mr. H. Willard Gray.

**Miscellaneous.**

The California System of Vertical Writing - - Pacific Grove, Cal.  
 National Fire Escape Co. - - - New York  
 Models of Fire Escapes.  
 The Standard Guide to Washington - - - New York  
 Stockman & Moore - - - Buffalo, N. Y.  
 Wood-Allen Publishing Co. - - - Ann Arbor, Mich.  
 Books for Mothers.

Ten other contracts are pending, and of 1,300 feet in the Halls of the Ancients set apart for this educational exhibit, only a few spaces in two halls are left. The committee decides not to increase its responsibilities at this date by endeavoring to secure other halls, as requested by applicants.

Mr. J. M. Olcott, of 70 Fifth avenue, New York will be unable to make his usual exhibit at the N. E. A. This is owing to the recent fire which destroyed such a large portion of the stock of the W. A. Olmsted Scientific Company, Chicago. Mr. Olcott, it will be remembered, purchased the school supply department of the late firm, but will be unable to get sufficient stock together in time to make a suitable exhibit at Washington.



Mrs. Sara L. Spencer, Chairman of Committee on School Books and Appliances N. E. A., Washington, D. C.

The Perry Pictures - - - Malden, Mass  
 Potter & Putnam Co. - - - New York  
 Reading Charts, Books, etc. Mr. Potter and Mr. Pratt.  
 Rand, McNally & Co. - - - Chicago and New York  
 Wall Maps, Globes, Atlases, and Text-Books.  
 Alfred L. Robbins & Co. - - - Chicago  
 Scientific Instrument and Apparatus.  
 J. M. Sauder Co. - - - Philadelphia  
 Adjustable School Desks.  
 Wm. G. Smith School Ed. Co. - - Minneapolis, Minn.  
 School Supplies.  
 Spencerian Pen Co. - - - New York  
 Steel Pens and Pen Holders.  
 Williams, Brown & Earle - - - Philadelphia  
 Kindergarten.  
 Kindergarten Literature Co. - - - Chicago



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## A Systematic Course in Pedagogy.

*Educational Foundations* is a monthly magazine devoted to a systematic exposition of the principles of education. It is now in its tenth year and has numerous subscribers in every state of the Union, in Canada, and many foreign countries. Its price is \$1.00 a year. Its value is this: It carries the student forward each year through a *Systematic Course in Pedagogy*.

### Its Scope.

To meet the needs of the progressive teachers of the country it was found necessary to publish a special paper. *Educational Foundations* is a series of monthly text-books, each representing a neat pamphlet of sixty-four pages, which gives a carefully planned course on the history, theory, and practice of education, psychology, and child study; it also gives the New York state graded examination questions, *complete with answers*,—considered by many to have a very high value. The strongest writers and thinkers on education are contributors; the best things in the newest educational books are drawn from; the ideas of the great teachers of the past and present are discussed. All this is made part of the general plan to give the student a clear and systematic knowledge of pedagogy.

### Need of the Times.

The time has come when the progressive teacher must feel competent to plan courses of study and devise right physical surroundings for the children. He is expected to possess a body of educational doctrine, to know the conclusions of those who have studied the subject of education; in fact, a knowledge of pedagogy is becoming indispensable to those who aim to occupy positions of importance.

### Examinations Given.

In the June number of each year examination questions on the ten numbers will be given. These may be answered and sent to the editor who will submit them to members of the New York University School of Pedagogy, who have kindly consented to examine them. A certificate will be given, indicating that the year's Course in Pedagogy in *Educational Foundations* has been completed. Where the magazine has been adopted by towns, counties, or states, the certificates may be countersigned by the town, city, or state superintendent.

### Outline of Course for 1898-99.

The department of *History of Education* will be devoted to the development of educational thought and practice in the past

four hundred years. Lang's "Great Teachers of Four Centuries" will form the basis of the course. The September number will open with an account of the condition of public schools at the close of the mediæval age, followed by a discussion of the movement known as "The Revival of Learning." In October will be taken up the pedagogical ideas of Rabelais and the Jesuits; in November, Bacon and Comenius; in December, Locke, Basedow, and Rousseau; in January, Pestalozzi and Froebel; in February, Herbart and Beneke; in March, English educators; in April, May, and June, the history of pedagogy in America.

The departments of *Child Study* and *Educational Psychology* have been exceedingly helpful in the past year. The plans for the new volume are not quite completed, but the assurance can be given that the two courses will be more valuable than any that have been offered thus far. The *Child Study* department will be in charge largely of Professors Edward F. Buchner and Charles Bliss, of the New York University School of Pedagogy.

Under the head of *Theory of Education* will be given a full exposition of the fundamental ideas of Herbartian pedagogics. The course will be based on Lang's "Outlines of Herbart's Pedagogics" and particular stress will be laid on the meaning of character formation and the principles of educative instruction.

The department of *Practice of Teaching* is a new feature. Summaries of the principal methods employed in the teaching of the branches in the elementary school curriculum, and discussions of problems of school management and school organization will be included.

*Systems of Education* is a new department. Dr. Frederick Montser, professor of comparative systems of education in New York university, will continue to contribute.

The department of *School Hygiene* will be more systematically conducted. Several valuable contributions have been secured which assure the success of the course.

### For 1898-9

the famous *Educational Creeds*, reprinted in book form, will be given free to every subscriber. These pithy, condensed statements of the fundamental principles on which their educational practice is based, by the greatest teachers of our time, have attracted, as they deserved, the greatest interest. They represent the most mature thought on education of those who have devoted their lives to this work. The importance of their study by the great body of teachers is very great. It will form the basis for most profitable and intensely interesting discussions in meetings of teachers. Those who are represented in the book are Col. Parker, Com. W. T. Harris, Dr. John Dewey, Inspector J. L. Hughes, Supt. L. H. Jones, Dr. Hinsdale, W. N. Hailman,

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**A Second Reader.** 160 pages. 40 cts. **A Fourth Reader.** 320 pages. 60c. **A Reader for Sixth Grades.** 320 pp. 60c. **A Reader for Higher Grades.** 336 pp. 60c.

*Nature Study, Language, History, Geography, Elementary Science, Biography, Mythology, Classics, are presented in the most delightful form. Books that inspire love of nature, of country, of literature and art; that lead to high thoughts and noble lives.*

"These books will do more than provide mere practice lessons in reading. They cannot fail to stimulate a thirst for true culture in the broadest sense."—Review of Reviews, New York.

"I know of no readers that compare with them in every point that goes toward making a model series of books."—O. S. MOLES, Ph.D., Principal of Sherman School, Denver, Col.

### THE WORLD AND ITS PEOPLE: Geographical Readers.

Edited by LARKIN DUNTON, LL.D., Head Master of Boston Normal School. 8 vols. Cloth. Fully illustrated.

**First Lessons.** 36 cts. **Modern Europe.** 60 cents.  
**Glimpses of the World.** 36 cts. **Life in Asia.** 60 cents.  
**Our Own Country.** 50 cts. **Views in Africa.** 72 cents. [68 cents.  
**Our American Neighbors.** 60 cents. **Australia and the Islands of the Sea.**

"The World and Its People" are a series of readers of especial merit. The amount of essential information, presented in a charming manner, is remarkable. The facts of geography, history, and daily life have too often in the past been presented as dry catalogues without vital or organic connection. This and several other pedagogic errors have been carefully avoided in this series of books. They ought to be widely used."—CHAS. C. RAMSEY, Prin. B. M. C. Durfee High School, Fall River, Mass.

### INTRODUCTION TO THE STUDY OF ECONOMICS.

By Professor CHARLES JESSE BULLOCK, Ph.D., Cornell University. 12mo. 511 pages. \$1.28.

"I regard Dr. Bullock's work as the best text-book for college classes that has yet appeared. The author has combined the practical with the theoretical with rare success."—Prof. F. S. BALDWIN, Boston University.

### THE NORMAL REVIEW SYSTEM OF VERTICAL WRITING.

By Professors D. H. FARLEY and W. B. GUNNISON. This system presents many notable features not found in other methods, as: double copies on each page; constant review; systematic drill on capitals and numerals. Used in New York, Philadelphia, Brooklyn, Chicago, etc., etc.

"The Normal Review System is the most thorough and scientific of any system of vertical writing I have had the pleasure of examining. It is truly progressive, practical, and educational."—Prof. C. C. LISTER, Sadler's Business College, Baltimore, Md.

### A HISTORY OF THE UNITED STATES For SCHOOLS.

By WILLIAM A. MOWRY, A.M., Ph.D., and ARTHUR MAY MOWRY, A.M. Octavo, 466 pages, over 180 illustrations and maps, \$1.00. A graphic, accurate, up-to-date history of the country; well balanced, free from sectional bias. The Black-board Analyses, Marginal Notes, Chronologies, Maps, and other features give it a practical value to teachers and pupils.

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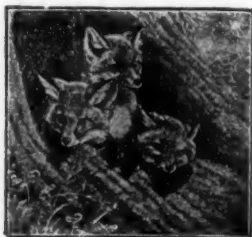
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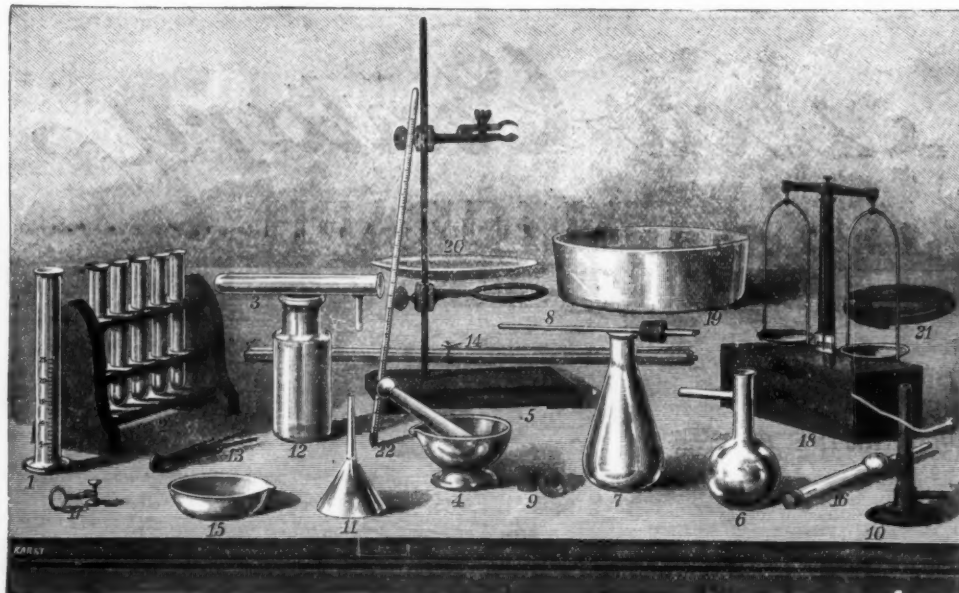
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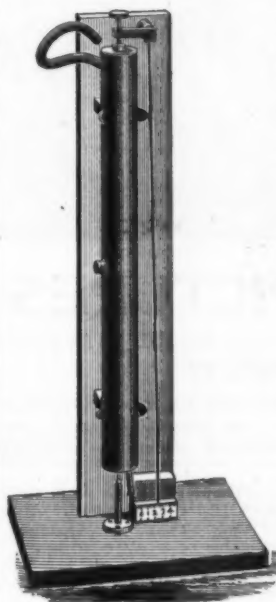
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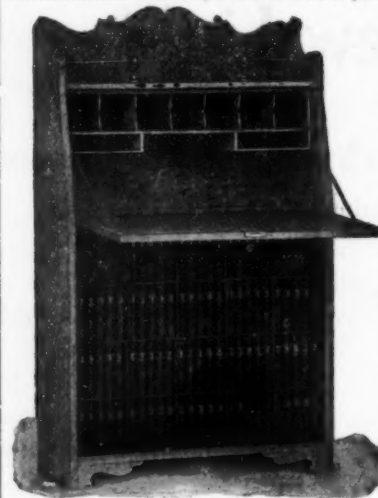
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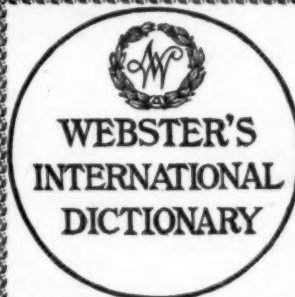
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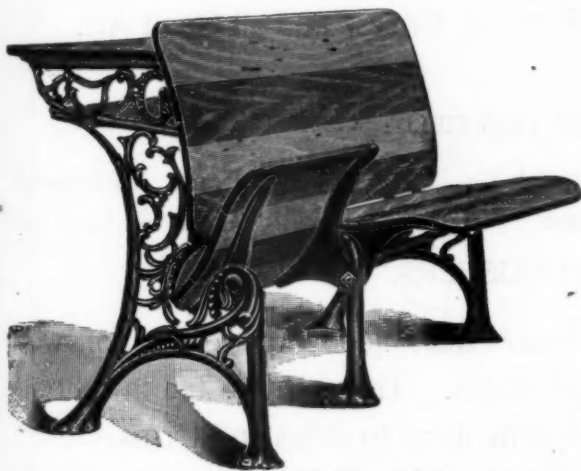
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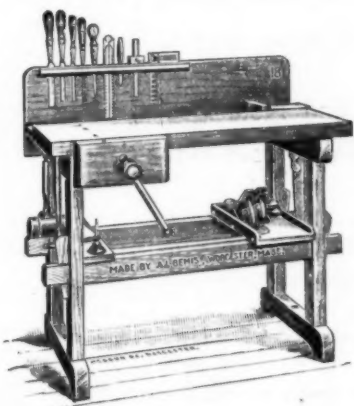
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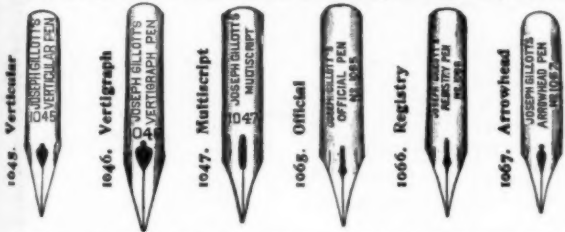
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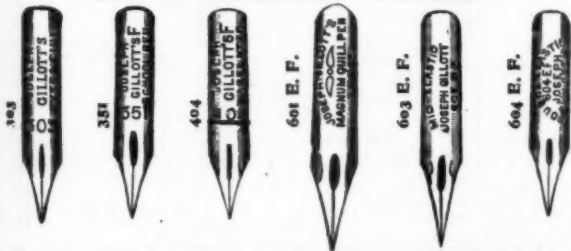
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MEDICINE DOES NOT ALWAYS SUSTAIN IT.

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Income in 1897.....	\$54,162,608 23
Increase of Income in 1897.....	\$4,459,912 96
Increase of Surplus.....	\$5,774,679 89
and Decrease of Expenses.....	\$146,178 31

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Premium income,	\$1,457,865.95	\$3,816,150.07	\$2,358,284.12	161.8
Income from int. and rents,	417,485.44	891,203.18	473,717.74	113.5
TOTAL	\$1,875,351.39	4,707,353.25	2,832,001.86	151.0
Assets,	9,012,379.54	20,342,647.01	11,330,267.47	125.7
Insurance in force,	17,688 policies	44,060 policies		
	INSURING	INSURING		
	45,351,769.00	109,045,660.00	63,693,891.00	140.4
Surplus,	679,730.23	1,758,292.92	1,078,562.69	158.7

Since its organization The Massachusetts Mutual Life Insurance Company has paid to its policy holders:

In death claims,	\$16,043,126.01
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Dividends,	7,693,587.17

Assets, December 31, 1897, \$20,342,647.01. Liabilities, \$18,584,354.09.  
Surplus, \$1,758,292.92.

New York Office: 258 Broadway, GEO. J. WIGHT, Manager.



[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by

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The Educational Building,  
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267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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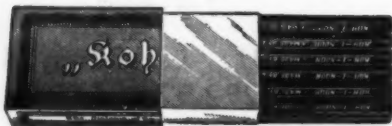
We all are acquainted with the proverb about a "word fitly spoken." All good editors and teachers know the value of timeliness. Hence patriotic literature will have more effect on young minds now than ordinarily. Such books as "The Century Book of the American Revolution," by Elbridge S. Brooks; "Hero Tales from

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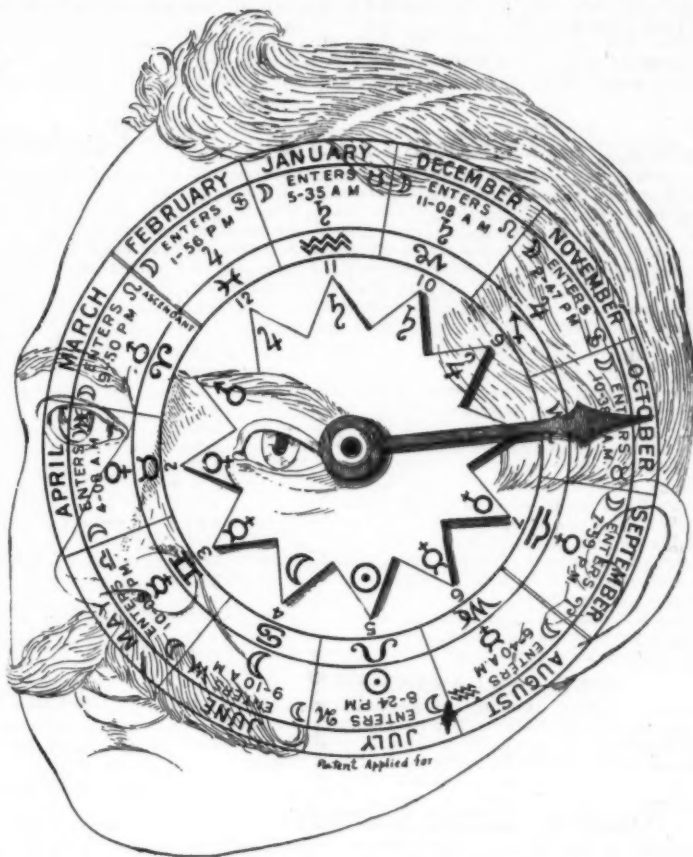
The following case shows the effect of Bovinine in catarrhal disease: George Carter, American, age 32, was first seen by a New York physician August 12, 1897. He had naso-pharyngeal catarrh, of many years' standing and had had many ineffectual treatments of the ordinary kind. Examination of the passages revealed large masses of hypertrophied tissue, and in the throat five distinct ulcers. On account of the size of hypertrophied tissue in the passage—so large as almost to occlude them—the physician determined to remove portions of it, which was immediately done. The ulcers in the throat were then touched up with 25 per cent. pyrozone, and the passages and throat were thoroughly cleansed with Thiersch solution. A spray of Bovinine was ordered used every two hours, or oftener if dryness or pain should require, and the patient was to return every morning for a regular washing out as at first. In one week, all the ulcers in the throat were entirely healed, and the cut surfaces in the passages were half covered with healthy skin. Bovinine was now ordered for morning, noon, and night only, and the patient himself was directed to douche the passages out with the Thiersch solution before every application of the Bovinine. August 7 the patient was discharged cured. For infants, the aged, convalescents, the overworked, Bovinine is a boon without price. The principal office of the Bovinine Company is 75 West Houston street.

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Teachers, we wish to call your attention to a few good books for school libraries. They are as follows: "The Great Poets and their Theology," by Dr. Augustus H. Strong; "Saved to Serve," by Harriet Cecil Magee; "Ideas from Nature," by Prof. William Elder; "Ward Hill at Weston," by Everett T. Tomlinson; "Messages of To-Day to the Men of To-Morrow," by Dr. George C. Lorimer, and "The House of Armour," by Marshall Saunders.

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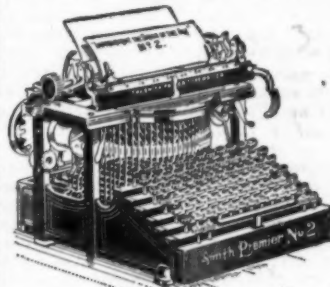
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The Riverside Press of Houghton, Mifflin & Co. has long been noted for turning out the best literature, current and classic, and for issuing nothing of an inferior quality. The little Riverside Literature classics have done a power of good in elevating the literary taste of the rising generation. Of course our readers are acquainted with Fiske's historical works; no recent writer has done such grand work in this field as he. A few biographies of great interest are Mrs. Field's "Harriet Beecher Stowe;" "Memoirs of Hawthorne," by his daughter; Elizabeth Stuart Phelps' "Chapters from a Life;" the "Life and Letters of Oliver Wendell Holmes," etc. Such books as Adams' Dictionary of American Authors, Bates' "Talks on Writing English," Burt's "Literary Landmarks," and Botta's "Handbook of Universal Literature" are useful for reading and reference.

An unequaled account of the social, industrial, and political development of the American people is found in McMaster's "School History of the United States," issued by the American Book Company. The narrative is fascinating; young people need not be urged to read it. This firm has a large number of books for supplementary reading on geography, history, science, folk lore, etc., which may be used with the best results for educating the taste and informing the mind. School and college text-books of the highest quality, and in great variety are on their list, at the lowest prices. New books are constantly issued to meet new demands in every department. Among these, recently brought out, are Redway's Geographies, by one of the leading geographers of the day. Prices, circulars, specimen pages, and special information will be sent on request.

Some new books of the highest value in the school-room have lately been issued by A. Flanagan, Chicago. Among these is a new revised and enlarged edition of Emily J. Rice's "Course of Study in History and Literature," which is, as many of our readers know, an attempt to adapt history and literature to the youngest children, as well as those in the upper grades. "Dodge's Outlines of English History" is designed to aid students and teachers in the presentation, study, or review of English history. "A Term's Work in Longfellow" suggests methods in presenting interesting work in literature as a substitute or supplement to the regular language work. Superior advantages are presented by Gibson's "School History of the United States," among which are topical arrangement, many maps and charts, the correlating of literature with history, etc. "The Plan Book" giving suitable material for each month should be in the possession of every teacher. Mr. Flanagan's catalogue describes many other books, including pedagogical, miscellaneous, and other classes

It seems almost superfluous to praise further anything that has so proved its worth by actual use as the Holden System for Preserving Books—all that is necessary is to state some of the results. It has been adopted by 1,200 school boards, public and school libraries: it is used by sixty towns of over 5,000 population in Pennsylvania; it is receiving praise from all quarters. Three million Holden book covers were in use in the United States last year. The Holden system is composed of book covers (plain finished leatherette, waterproof), self-binders (repairing broken bindings and loosened leaves), and transparent paper (mending torn leaves). Anyone can see how this system promotes economy and cleanliness.

There are no doubt many among our readers who desire to add to their stock of manual training tools or to fit out a work-room entire. They should apply to dealers who have made a specialty of this work such as Chandler & Barber, 15-17 Eliot street, Boston. Their sloyd benches, tools, and supplies for higher schools, academies, and colleges are unsurpassed. Special discounts are made to schools. Estimates are furnished when desired.

There is one thing that a boy should be able to do when he leaves school, and that is write a good hand. It is the special design of the Intermedial system of H. P. Smith Publishing Co., 11 East 16th street, N. Y., to teach the business man's style. There is an illustrated primer for beginners, a short course of four numbers, and a regular course of eight numbers.

A good knowledge of drawing and color is necessary in many occupations, and the kindergartens and schools therefore do well to teach them. The Milton Bradley Co., Springfield, Mass., have made a specialty of supplying books and material in these lines. We need only mention "The Little Artist," a guide to the learner of Water Colors; the kindergarten blackboard; "The Color Primer;" "Elementary Color," a treatise on color instruction from the latest facts regarding the subject as accepted by physicians and colonists; "A Class-Book of Color," by Prof. Mark M. Maycock, a complete exposition of the use of colored papers in elementary color instruction; "Practical Color Work," by Helena P. Chase, a hand-book for the educational use of colored papers in teaching color, and the "Springfield Industrial Drawing Kit."

Manual training in the schools has evidently come to stay. The manufacturers and dealers see it and turn their attention to supplying the schools with tools and apparatus. A. L. Bemis, Worcester, Mass., has made a great success of this work. Manual training benches, tables, tools, etc., are kept in large variety as a regular line, and his factory is equipped to supply anything in special designs. If contemplating the fitting up of a manual training school write for catalogue and estimates.

For solid worth the school publications of Ginn & Co., of Boston, are conspicuous, and hence have won a lasting popularity. Stickney's Readers, Cyr's Readers, and the Classics for Children are favorably known everywhere. Wentworth's arithmetics are among the best. The success of Frye's geographies has been wonderful. Blaisdell's physiologies and Montgomery's histories stand at the head on those subjects. It is impossible to mention all of their books on grammar, language, spelling, writing, science, drawing, music, and other subjects. For further particulars consult their descriptive circulars and catalogues. It will be time well spent.

Do you wish to be your own astrologer and physician? The little book called the "Key to Health," tells how you can cast your horoscope, according to the

movements of the planets. This little book is unique in shape and appearance, and an ingenious device, beautifully illustrated, and lithographed in six colors, and will be sent to any address upon receipt of three outside wrappers of John H. Woodbury's (127 West 42nd street, N. Y.) regular size, Facial Soap or twenty-five cents in silver or stamps.

Dr. A. E. Winship, the famous Boston editor, writes as follows of Ellsworth's "Lessons and Lectures on Penmanship": "If there is another equally complete and attractive presentation of the philosophy, physiology, psychology, pedagogy, paidology of the theory and art of penmanship we have not seen it." We have nothing further to add except that it is a book every teacher should read. Send for booklet to the Ellsworth Co., 127 Duane street, N. Y.

During the vacation many teachers and others connected with the schools will undoubtedly visit the metropolis. To such we will say that they will find a home-like, centrally-located hotel in the Grand Union, opposite the Grand Central Station, New York. Street and elevated cars take one from there to any part of the city; it would be hard to find another point so well supplied with these facilities. Baggage is transferred to and from the Grand Central station free. The charges for accommodations are very moderate—one dollar a day and upward.

The great problem before the teachers is how to get the rising generation to enjoy a better class of reading. This is not to be accomplished by preaching against trashy literature, but by cultivating a taste for the higher kind. Such a series of books as the Stepping Stones to Literature will do more to effect this than any quantity of sermons on trashy literature. The series consists of eight books, each fitted for a particular grade. The books contain the choicest literature, perfectly adapted to school-room needs. The World and Its People series places geographical knowledge before the child in the most attractive way—Europe, Asia, Africa, the Islands of the Sea, Our Own Country, Our American Neighbors being pictured vividly. Mowry's "History of the United States for Schools" presents in a most fascinating way the story of our country. Send to Silver, Burdett & Co., Boston, for descriptions of these and other books.

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## IMPORTANT ANNOUNCEMENT.

LEACH, SHEWELL, & CO. issued, in April, a new GEOMETRY, by Professor Webster Wells, of the Massachusetts Institute of Technology.

The main purpose of the book is to meet the substantial and growing demand for a larger measure of independent work on the part of geometry pupils.

Educators in general, and geometry teachers in particular, will appreciate the difficulty of determining, even approximately, the capacity of the average geometry pupil in this direction.

The problem is, just what demonstrations may be left with safety for the pupil to discover and formulate unaided,—just how much, and what kind, of help must be furnished upon other demonstrations, and what ones must be given in full.

No doubt, opportunity for independent investigation, invention, and expression enlivens interest and quickens effort, and the progress thus made is the best progress; but demands beyond capacity to meet them dampen courage, tempt deceit, and make for progress backward.

To demand too much of geometry pupils is undoubtedly worse than to give them no chance at all for self-expression.

Professor Wells fully appreciates the difficulty of this problem, but has approached it with courage. Few men are better equipped to solve it accurately, and the publishers present this work, confident that it will adequately meet the conservative demand.

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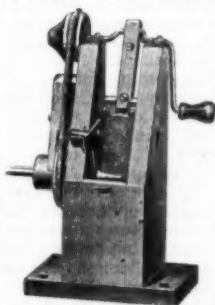
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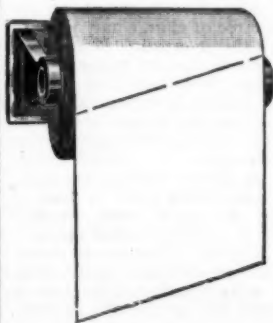
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Nowhere can be found more valuable or attractive books than those recently issued by Charles Scribner's Sons, New York, for supplementary reading and school libraries. These include the playful humor of Stockton's "Fanciful Tales," the true life picture in Eggleston's "Hoosier School-boy," the fascinating "Eugene Field Book," the charming story of "Odysseus, the Hero of Ithaca," besides "The Short History of Mediaeval Europe," the "Short History of Modern Europe," and Clark's "Study of English Prose Masterpieces." Teachers should carefully examine their list of teachers' books and professional aids. The latest books in the Great Educators series are Hinsdale's "Horace Mann" and Davidson's "Rousseau." The previous volumes of the series include Thomas and Matthew Arnold, Aristotle, Alcuin, Abelard, Loyola, Froebel, and Herbart and the Herbartians.

Those who wish the latest geographical news should remember that Maury's "Manual of Geography" is brought right up to date by the University Publishing Co., New York. The edition of 1898 contains a special map of China (proper) showing all the provinces, treaty ports, etc., also a map of Cuba and the Philippines. The Standard Literature series, comprising the cream of literature, now contains thirty-three numbers. The Golden-Rod Books contain the choicest literature for children. The Davis Reading Books present the thought-and-sentence method effectively. The publishers will gladly furnish descriptions of these and other books.

The history of the United States ought always to have an extraordinary attraction for all Americans, and especially at this time when the American sailors are adding to the glorious deeds that have distinguished the American navy in the past. A history that is full of patriotism and is written in a picturesque and delightful style is that by Charles Morris and published by J. B. Lippincott Co., Philadelphia. In this the proportions and the perspective of the history are well preserved. A finely illustrated "Elementary History of the United States," is by the same author. "The Old Navy and the New," by Rear-Admiral Daniel Ammen, is a book that will be in great demand as will also "The Nation's Navy: Our Ships and their Achievements," by Charles Morris, issued by the same firm.

The person who goes to Europe or foreign countries on any other continent without a quick means of converting his money into the currency of the lands he visits is under a great disadvantage. Devices have been invented for overcoming this difficulty, the best of which is undoubtedly the Travelers Cheques of the American Express Company. The beauty of these is that they are immediately available everywhere; they are practically certified cheques payable to one's own order, in gold or its equivalent, by upwards of 10,000 correspondents throughout the world. They are issued in denominations of \$10, \$20, \$50, \$100, and \$200, with the exact amount of money printed thereon, the exact amount of which will be paid without discount by the company's banks and bankers in the principal countries of Europe. One can scarcely appreciate until he has traveled without these cheques and then with them how much time and annoyance they save. They may be obtained at the New York office of the company, 65 Broadway, or at numerous other offices scattered throughout the country.

There will be thousands of tired, worn-out teachers who are anxiously looking for some place to spend their summer and recover the health that was lost during the long winter months. They need not only rest, but skillful treatment. At the Water Gap Sanitarium, Minsi, Pa., may be found the ideal spot. It is close to the beautiful

Delaware Water Gap—high altitude and life-giving air. Many teachers seek this spot every summer for rest and treatment. Good, wholesome food, pleasant rooms, skillful treatment, and no drugs. Write to F. Wilson Hurd, M. D., Minsi, Pa.

School board officers and superintendents should not neglect to send for the new school catalogue of the Acme Stationery and Paper Co., 309 Broadway, New York. It is a very comprehensive book, and shows a large number of new tablets for school use. This company make a specialty of supplying school boards with the largest and smallest quantities. They make a specialty of special work and can turn it out in short order and on time. They are the oldest manufacturers and are known as thoroughly reliable people.

A typewriter which is commencing to make its way felt in the schools on account of the excellence of its work, its fine wearing qualities, and its low price, is the Blickensderfer, commonly known as the "Blick." It does beautiful work in perfect alignment, and its manifold qualities are excellent. Many superintendents carry this machine with them on their travels, and it is particularly handy, as it only weighs six pounds. The manufacturers are anxious that every reader should have their new catalogue, and will send it on request. (Blickensderfer Manufacturing Co., Stamford, Conn., and 182 Broadway, New York.)

The removal of J. B. Colt Co., to their new quarters 3, 5, and 7 West 29th street, has been a good thing. They are close to Broadway and Fifth avenue, and have splendid large and airy rooms, which show off their beautiful apparatus in fine shape. Their dark room for demonstrating their stereopticons with the use of lime light, and electric or acetylene gas is particularly fine. Teachers are welcome at all times, and will be shown a large collection of stereopticons for school use.

Those interested in school room decoration will be glad to learn that at last there is to be compiled a catalogue of the best subjects suitable for school-room decoration from all great publishers. This catalogue will be used this coming fall by the Helman-Taylor Company, of Cleveland, and is being prepared by Mr. W. S. Good-nough, supervisor of drawing, Brooklyn, N. Y.; Miss Shattuck, of Pratt institute, and Miss Herrick, of Brooklyn. This enterprising concern will exemplify this catalogue with two traveling collections, the larger one to contain 400 pictures all framed which will be exhibited in the larger cities of this country. This collection will be managed by three men who will hang the pictures, take them down, and have charge of it during the exhibition. This offers a rare opportunity to those who wish to raise funds for this purpose. This plan has been carried out successfully in Cleveland, St. Paul, Minneapolis, Springfield, Mass., and in other cities, and in every case has been successful in raising a considerable fund for this purpose. The plan of exhibit is as follows: The school board of the city furnish a room free of charge and agree to advertise the exhibit as much as possible. An admission fee is charged to the public, and this money after deducting the expenses of the exhibit is expended in the purchase of pictures for the public schools. This is a very simple arrangement, the people are interested in a good cause, the children are shown the best art in the world, and a permanent good is done to the schools by placing in them, through the funds raised, pictures which are suitable for the purpose. The second collection, which will be based also on this catalogue, will be entirely unframed and sent to the smaller cities throughout the country, each city paying the expense of transportation and assuming the risk of exhibit while in its hands. An admission fee is

charged if the local authorities desire it, and funds raised in this way are expended for the purchase of pictures as in the other case. This is an excellent opportunity for all interested in this subject, and an exhibit of this kind will be very acceptable to the many who are hunting for some plan by which they may raise funds to decorate their schools.

It is natural for every one to admire and wish to possess a fine complexion. A great deal may be done to improve it by using such an old and reliable preparation as Gouraud's Oriental Cream, or Magic Beautifier. It removes tan, pimples, moth-patches, rash and skin diseases, and other blemishes. All druggists and fancy goods dealers throughout the United States, Canada, and Europe sell it, or it may be obtained of Ferd. T. Hopkins, proprietor, 37 Great Jones street, N. Y.

Every teacher knows how much more effectively physical science can be taught by means of apparatus such as furnished by the Ziegler Electric Company, 141 Franklin street, Boston. They are the only authorized manufacturers of special apparatus to accompany the books of Avery, Gage, and Williams. Anything in the physical, electrical, and chemical apparatus line can be furnished. They have completed an arrangement with the firms named in their advertisement in another column, in which they are to act as special agents throughout their localities. These firms will carry a complete line of the Ziegler Company's apparatus and will make special effort to serve the educational public within their respective districts.

The Helman-Taylor Company, of Cleveland, Ohio, have lately become the American agents for Ad. Braun & Company, Paris. The new agents will make a specialty of school-room decoration, and will continue their branch store on Fifth avenue, New York.

"Homes and Tours," an attractive and interesting 250-page book, issued by the passenger department of the West Shore railroad, is filled with information concerning the region traversed by the railroad. This includes the natural features of the country, the desirability of various places for summer homes or vacation tours, the modest boarding-houses and palatial hotels, with terms, the legendary tales of the hills, the lakes, mountains, and farms, and countless other points of interest to all. Several hundred excursion trips, with routes and expenses, are given, directions for picnic and small excursion parties, as well as desirable bits of information concerning the details of the journeys. The book is also a store-house of appropriate and instructive advertisements. Two maps, several plates in color, and hundreds of half-tones may be counted among the book's attractions. Information may be secured from the Passenger Department, West Shore Railroad, Vanderbilt avenue, New York.

#### Water Boils Without Fire.

Prof. Ames, of Johns Hopkins university, Baltimore, Md., every year shows his classes how to boil water without fire or electricity. He puts some water in a pail, and then has one of his class stir it with a wooden paddle. This may seem a slow way of boiling water, but it is sure. The water must be stirred constantly, and at a uniform rapidity. After a while it will grow warm, then hot, and after about five hours' work, one's efforts are rewarded by seeing the water come to a boil.

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### Spider Web Silk.

M. Chacot has leased a large factory in Paris for the manufacture of silk from spiders' webs. The industry will probably be carried on quite extensively, and surprising results are expected. The spiders will be kept at the factory, and will have their regular working hours on the bobbins. They will be cared for by an expert on their habits, who will house and feed them, and see that they are not overworked. Experiments will be made, to ascertain which varieties of spiders produce the finest silk, and also what kind of diet will produce the best web. If M. Chacot puts his scheme through, we may expect some wonderful inventions in the silk line.

### Process of Liquefying Air.

The marvelous qualities of liquid air which are now being shown to the public, at once suggest the question, How is it made? Prof. Dewar, of Edinburgh, produced and experimented with liquid air, in 1893. It was a pale blue liquid, and was obtained by cooling the air to a certain point. This was done by successive evaporations of chemical substances, each one having a lower boiling point than the one before, until the surrounding air was cooled to 312 degrees Fahrenheit below zero, its boiling point, when it would liquefy. But this method was slow and costly; so Mr. T. C. Tripler, of New York city, set about to substitute mechanical force for the chemical force of Prof. Dewar. He adopted a method similar to that of making ice. A powerful engine, driving three pistons, condenses the air in a tube. The compression develops terrible heat, so a stream of water is constantly run over the tube. The air is finally compressed to a tension of two thousand pounds per square inch. The air in the tube is then allowed to expand, by means of a valve, into a jacket surrounding the tube. Then a fresh charge of compressed air is let into the tube. The expansion of the original charge cools the new charge more. The third time the air becomes liquid, and can be drawn off. It does not evaporate quickly, but can be bottled and used. Its wonderful power may be realized by one simple experiment. Set a kettle of boiling water over a brisk fire and pour a few drops of liquid air in the boiling water. The latter will instantly freeze solid, and the atmosphere on the outside of the kettle will be frozen to a thick hoar-frost, even where it is exposed to the fire.

### The June Magazines

The June "Scribner's" contains its series of articles on the woman's colleges with a profusely illustrated article on "Undergraduate Life at Vassar," by Margaret Sherwood. "Seaside Pleasure-Grounds for Cities" is a timely article by Sylvester Baxter. A study of Anton Seidl, by H. E. Krehbiel, will attract the Wagner lovers, while a series of three war maps is chiefly noticeable for the ideas of distances which they give. The series of most interesting continued articles and stories now running in "Scribner's" includes "Red Rock," by Thomas

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Nelson Page; "The Story of the Revolution," by Henry Cabot Lodge; "The Workers," by Walter A. Wyckoff; and "The King's Jackal," by Richard Harding Davis. Charles Dana Gibson contributes a series of interesting and characteristic sketches on "A New York Day Morning."

"The Youth's Companion" for the week of June 16 contains a series of five pictures of United States warships, the typical vessel in each class being represented. The number for June 23 will contain an account by a survivor of the great hurricane at Apia, March 15, 1889, when the American sailors on the Vandalia, as they drifted to the reefs and to death, cheered the sailors of the British ship Calliope as they bravely escaped to the open sea.

"The International Studio" for June opens with an article on "The Work of Auguste Rodin," by Gabriel Mowrey, finely illustrated. This is followed by a "Henry Moore's Animal Studies," by A. L. Baldry, and "The Paintings on Silk of Charles Couder." "Cliff Towers" is an architectural study by C. Harrison Townsend. Frances Keyzer writes on "Some American Artists in Paris." "Aubrey Beardsley—In Memoriam" is accompanied by six illustrations of his work. "Studio Talk," from correspondents, is profusely illustrated. There are four fine supplements—"L'Impression," by Belle-Desfontaines; "From a Painting on Silk," by Charles Couder; "Rejave," from a drawing by Aubrey Beardsley; and "Chopin," ballade 3, op. 47, from a drawing by Beardsley.

## The Remedy Par Excellence.

In the April, 1894, number of the "Universal Medical Journal," the companion publication to the "Annual of the Universal Medical Sciences," a magazine covering the progress of every branch of medicine in all parts of the world, and both edited by Chas. E. Sajous, M. D., Paris, France, we find the following notice of Antikamnia extracted from an article by Julian, which originally appeared in the "North Carolina Medical Journal":

"The importance attached to this drug, I think, is due to its anodyne and analgesic power, and the celerity with which it acts. As an antipyretic in fevers, it acts more slowly than antipyrine, but it is not attended with depression of the cardiac system and cyanosis. Whenever a sedative and an analgesic together is indicated, this remedy meets the demand. In severe headaches it is the remedy par excellence."

## Reduced Rates to Nashville via Pennsylvania Railroad, account Christian Endeavor Convention.

On account of the Christian Endeavor International Convention, to be held at Nashville, Tenn., July 5 to 12, the Pennsylvania Railroad Company will sell excursion tickets of the continuous-passage, iron-clad signature form, from stations on its line to Nashville, at rate of single fare for the round trip. Tickets will be sold, and good going, July 2 to 5; returning, tickets will be good to leave Nashville to July 15, inclusive, except that by depositing ticket with agent of terminal line at Nashville on or before July 15, return limit may be extended to leave Nashville to August 1, 1898, inclusive.

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# Deodorant, Antiseptic, Balsamic.

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# Summer Travel Guide

## GENERAL EDUCATIONAL TRAVEL.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation of two months duration in traveling. Last summer it centered at Buffalo, N. Y., because of the meeting of the NATIONAL EDUCATIONAL ASSOCIATION. The

## NATIONAL EDUCATIONAL ASSOCIATION

meets this year at Washington, D. C., July 7 to 12. It will draw together teachers from all parts of the United States. A One Fare Round Trip Rate is made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there.

The **Marthas Vineyard Summer School**, at its beautiful seaside resort will be a delightful place to visit. Begins July 12, five weeks.

**Chautauque** has a thousand attractions. Its special course for teachers is becoming very popular.

The **Various Summer Schools** for teachers will be largely patronized. See special list in *THE JOURNAL*.

The **American Institute of Instruction** meets at North Conway, N. H., July 5 to 8.

The above are only a few of the numerous points that will attract the readers of *THE SCHOOL JOURNAL*. Any Special Information as to dates will be found by consulting this supplement or by writing direct to the managers, or to the editors. Enclose stamp for reply.

The **New York, Pennsylvania, and other State Teachers' Associations** held in the summer bring together a large representation. In addition to these there are held nearly 300 County Teachers' Institutes, making necessary a very large amount of traveling on the part of teachers.

**European Tours.** An increasing number of teachers visit Europe each year.

**Summer Homes** in the Catskills, Adirondacks, Maine Coast or other seashore places are great favorites with the teachers.

## The Expense of a Trip Abroad.

There is no educational force greater than that of travel, and no travel so satisfying and so inspiring as in the lands that have given us our history, our literature, and our civilization. A trip to Europe this summer would be to the tired teacher a rest and an educational force almost incalculable in extent. The expense? Well, that is a consideration, though, after all, the money you would spend is largely dependent on your tastes. You expect to spend money in vacation, and you save all the year for that purpose. And when you think what your vacations have cost in the past, you will find that a very little more would have sufficed for several weeks in Europe. If you have never looked into the matter, you will be surprised at the small cost necessary.

If you have a considerable amount of money, and wish to travel easily, have all trouble taken off your hands, and don't mind hurrying; join a personally-conducted tour. It will cost a little more, but, in general, one gets excellent attention, and the best of service. Such a tour has marked advantages. The details are all arranged, and the time is used to the very best advantage. Many believe, however, that much of the benefit of traveling is derived from managing one's own details. Others object to tours, because they cannot be sure of congenial companions. Still others say they cost too much.

If you have saved a little money, and want to have the details of your journey all arranged beforehand, you will find almost numberless conducted tours from which to choose.

A party leaves New York July 2, by the Anchor line steamer "City of Rome," taking in Scotland, Holland, Belgium, Paris, and London in forty-five days, for \$260, all necessary expenses included.

Or, you can take a forty-five days' trip, including London, Brussels, and Paris, for \$230. A still cheaper trip includes Antwerp, Brussels, Versailles, Paris, London, Stratford-on-Avon, Windsor Castle, Oxford, Glasgow, and Edinburgh, and costs \$220. A thirty-one days' trip can be had through Boulogne, Paris, London, and Glasgow, for \$205.

If, however, you prefer to see Europe alone, or as one of a party of two or three, you can arrange so that it will cost you but little. The dozens of tourist guides give full information about the customs of the countries, and how to arrange all the details of the journey.

Now, about the journey: The native American has an innate horror of traveling second class. But second class in Europe has none of the associations of second class in America. Third class, it must be admitted, has; yet many tourists often travel third class, to study the conditions and characteristics of the poor people. But second class in Europe corresponds to accommodations on many American railroads which have no second class. The same may be said of steamer accommodations. The second cabin is, at the present day, well lighted, well ventilated, and well furnished. Excellent attention is shown, and the distinction between saloon and second cabin passengers is simply a distinction between heavy expenditure and economy. In case of overcrowding in the saloon, passengers are transferred to the second cabin. In a

word, the second cabin accommodations are as good as were those of the first cabin a few years ago. It is simply a case of good or better.

The Cunard line is among the most popular. Its lowest summer rates for first-cabin passengers (four in a room) are, from New York, \$100; from Boston, \$75. Second cabin rates are \$42.50.

By the White Star line, one can go to Liverpool, first cabin, for \$75. The new cargo and livestock steamer "Cymric" of this line carries a limited number of saloon passengers for \$60. The state-rooms are large, and all on the outside. The accommodations are excellent, and no livestock is carried on the passenger deck, or in the same part of the vessel. There is no second cabin or steerage.

For \$75 one can sail to Southampton, by the American line, which, during the war, will fly the British and German flags. Second cabin can be had for \$42.50.

Two steamers of the Red Star line, sailing to Antwerp from Philadelphia and New York, carry only second-cabin passengers. These steamers are the "Kensington" and "South-wark." The fare is \$45.

The Anchor line's steamship "Furnessia" will take passengers to Glasgow or Londonderry for \$50, saloon, or you can go on the "City of Rome" for \$60. Second cabin on the latter steamer costs \$40; on the former, \$32.50.

The Wilsons and Furness-Leyland line, to London, charges \$50 for first-cabin accommodations.

The Atlantic Transport line, to London, charges \$50, first cabin; \$90 for the round trip.

The Prince line rates, to Rome, first cabin, are \$55.

It must be remembered that the foregoing rates are the least which will be charged for the accommodations specified. They usually mean that three or four people will occupy a room—that is the way most people travel.

So much for the journey across the water. Once on the other side, either at London or Paris, you can get accommodations at boarding-houses for \$8 a week; or, if you wish to hire furnished rooms and patronize the restaurants and tables d'hôte, you can reduce your expenses considerably. For instance, one can get a single bedroom for \$2 a week. In rapid travel, it will cost \$2.50 a day, or thereabouts, for board and lodging. These are average figures, and from them you can easily figure the expense of living.

Perhaps you will prefer a British Isles trip to any other. Spend ten days in London, taking an excursion to Windsor castle, the queen's home. Travel second class, for no less an authority than Edmund Clarence Stedman says "second class is good enough for short journeys," and we are trying to economize. Then leave for Oxford, and visit the famous Bodleian library, and the different colleges of the university. Take in Warwick next, and from here visit Stratford-on-Avon, Anne Hathway's cottage, New Place, and the whole Shakespeare district. The distance is thirteen miles. Then go from Warwick to Manchester; from Manchester to Leeds, and from Leeds to York. York minster should be visited, also the castle. From York, pass on to Edinburgh, and make that your headquarters for trips to Melrose Abbey and Abbotsford, the home of Scott. Then go to Glasgow. From here a trip may be taken through Loch Lomond, Loch Katrine, and the Trossachs, at small expense.

You can go by steamer from Glasgow to Belfast, and then to Dublin. After taking your choice of a dozen excursions from here, visit the Lakes of Killarney. You pass through Limerick and Mallow, the scene of the "Faerie Queene,"

From Killarney, to the historic city of Cork. Here you may visit and kiss the Blarney Stone, if so inclined. Visit Queenstown next, and take your steamer for home. Thus you have covered the chief points of interest in the British Isles. You may start at Queenstown and end at London, if it is more convenient. About three days should be spent in Ireland, four or five in Scotland, and as much time as you please (say two weeks) in England. Your car fare for the trip should cost about \$25. Your board and lodging for the ten days on the trip should cost no more than \$17, and for ten days in London, \$12. Expenses incidental, \$15; total, about \$70. Your steamer trip should cost less than \$100 for the round trip; everything included, \$170; while, entailing economy, will give an excellent and instructive trip. It includes the famous places of English history and literature, and is the beaten road of English tourists.

Or, if you prefer the continent, a delightful trip can be arranged so as to include many of the most famous and delightful places in Europe. Go direct to Naples, and, after a day there, proceed to Rome. Several days in Rome will only increase one's desire to see more of the Eternal city, but nevertheless much can be accomplished in a few days. Rome is no longer the unsanitary city of a few years ago. There is no danger of fevers. Boarding-house rates are given for more than four days, and run from \$7 to \$10 a week. English is spoken in all the Italian cities.

From Rome, go to Florence for a hasty trip, and then visit Venice "on her thousand isles." Your next stop should be Genoa. From here, you have a delightful trip through southern France, including Nice, Marseilles, and Lyons, to Paris. A few days of Parisian gayety will suffice for tired teachers, who should save their strength for London. A three weeks' trip, covering this itinerary, should cost, for care fare, nearly \$60; for board, \$30. One could easily reduce this expense by leaving out Venice, and going direct from Florence to Genoa; or London could be omitted, in which case the tourist would go from Paris to Havre, and there embark for home. This would lighten the expense considerably, and the whole trip could be undertaken for from \$150 to \$200.

Still another journey to suit the taste of those who love things German, can be had by going direct to London for a week's visit, then to Antwerp, Brussels, Rotterdam, and the Hague. From either of these places, the tourist can go to Berlin for a few days, visiting the emperor's palace at Potsdam, and then go to Magdeburg for a sail down the Elbe to Dresden. A few days can be well spent here, after which Leipzig, Frankfurt, and Metz can be visited on the way to Paris. A few days can be given to Parisian sights, and a steamer for home can be found at Havre. The railroad fare of this journey would cost about \$50. This could be easily decreased by a shorter stay in Holland and Belgium.

Here, then, are three trips, covering the chief points of interest in Europe, any one of which can be taken for less than \$200. Board will not cost so much as at a summer hotel, or at the seashore, in this country. By traveling second class on short journeys, as most guides recommend, one can save money, and will be comfortable; and by the exercise of judgment, one can get excellent steamer accommodations to Europe for considerable less than \$50. Here is the case in a nutshell: You can travel cheaply and comfortably, if you only will; so get your passport from the state department at Washington, and make your preparations for your trip. Never mind the war: you will not visit Spain or sail under the American flag; and privateering is a thing of the past. Get up a party of three or four congenial friends; resolve to enjoy yourselves to the utmost; plan your trip to the possibilities of your purse; buy a guide-book; secure your passage; pack your trunk, and start. What matter if your vacation costs more than usual? You have gained something, the value of which cannot be reckoned in dollars and cents; you have broadened your intellect, increased your teaching power, and made yourself a more useful and efficient member of society. Do not hesitate; your duty to yourself calls: the steamer is waiting. All aboard, and all ashore! Good-bye!

### Summer Schools.

**MASSACHUSETTS.**—Sauveur Summer School of Languages at Amherst College, Amherst, Mass., July 6 to Aug. 14. Dr. L. Sauveur, 4613 Ellis avenue, Chicago, Ill.

Martha Vineyard Summer Institute, at Cottage City, Mass. Begins July 12. Address W. A. Mowry, President, Hyde Park, Mass.

The New School of Methods for 1898. Two sessions, east and west. Eastern school at Hingham, Mass., July 18-30. Address American Book Company, or C. C. Birchard, manager of New School of Methods, Washington square, New York.

The H. E. Holt Normal Institute of Vocal Harmony. Address H. E. Holt, Lexington, Mass.

School of Expression, Boston, Mass., in August. Address School of Expression, 458 Boylston street, Boston.

Clark University Summer School. Worcester, Mass., July 13-27. Address Louis M. Wilson, Clerk, Worcester, Mass.

Massachusetts Institute of Technology, Summer Courses during June and July. H. W. Tyler, Sec'y, 491 Boylston St., Boston.

Harvard University Summer School. July 5 to August 13. Address M. Chamberlain, 16 University Hall, Cambridge, Mass.

The American Institute of Normal Methods. Eastern school at Aburndale, Mass., July 12 to 29. Frank D. Beatty, Sec'y, 29-33 East Nineteenth St., New York.

Summer Session of the American Music Training School at Marblehead, Mass., July 12 to 29. King-Richardson Publishing Company, Proprietors, Springfield, Mass.

**NEW YORK.**—New York University. Summer Courses, July 5-August 13. Address Charles B. Bliss, University Heights, New York city.

Summer School of Cornell University, July 5-August 13. Address A. F. Weber, Secretary, Ithaca, N. Y.

New York State Summer Institutes, at Thousand Island Park, Greenport, and Ithaca, July 11 to 29.

Summer School of Sociology at Syracuse University. June 27 to July 9. Address J. H. Hamilton, 306 Waverly Place, Syracuse, N. Y.

Chautauqua Summer School. Address W. A. Duncan, Sec'y, Chautauqua, N. Y.

**PENNSYLVANIA.**—Pennsylvania Summer School at Huntingdon, July 11 to 29. Miss Amanda Landes, Millersville, Pa., Sec'y.

**ILLINOIS.**—New School of Methods for 1898. Western school at Chicago, August 1-13. Address American Book Company, or C. C. Birchard, manager of the New York School of Methods, Washington square, New York.

Cook County Normal Summer School. Three weeks, beginning July 5. Address W. S. Jackman, 6916 Perry avenue, Chicago.

The summer quarter of the University of Chicago will begin July 1. Address the Examiner, University of Chicago, Chicago, Ill.

The American Institute of Normal Methods. Western School at Highland Park, Ill. July 19 to August 5. O. S. Cook, Sec'y, 262-264 Wabash Ave., Chicago.

**OHIO.**—Summer Normal at Cortland, Ohio. Six weeks. Address L. E. York, Clark University, Worcester, Mass.

Ohio State University Summer School and Summer Library School, June 20 to July 30. Address Executive Office, Ohio State University, Columbus.

Wooster University Summer School, June 20 to August 12. J. H. Dickason or Nelson Saurain, Principals, Wooster, Ohio.

The Mecca Summer School of the National Normal University, Lebanon, Ohio. Address C. K. Hamilton, Sec'y, Lebanon.

**IOWA.**—Summer Latin School of Drake University. June 20 to August 19. Address Chas. O. Denny, Principal, Des Moines, Iowa.

Summer School of Mathematics, June 6 to July 2. Address W. A. Crusinberry, Drake University, Des Moines, Iowa.

**MICHIGAN.**—Michigan State Normal School. Summer session, June 27-August 5. Address Pres. Richard G. Boone, Ypsilanti, Mich.

University of Michigan Summer School. July 6 to August 17. Address E. A. Lyman, 325 East Liberty St., Ann Arbor, Mich.

Summer Normal School at Petoskey, Mich. June 1 to October 1. M. O. Graves, Principal, Petoskey.

Benton Harbor College Summer School. June 13 to August 5. G. J. Edgcombe, Principal.

Summer Term of Kindergarten Training School at Grand Rapids, Mich. July and August. Address Clara Wheeler, Secretary, 117 Barclay St., Grand Rapids.

Michigan Agricultural College, Teachers' Institute and Summer School, July 11 to August 5. Pres. J. L. Snyder, Agricultural College, Mich.

**TENNESSEE.**—School of Expression. Summer Terms: Mont-eagle, Cumberland Mountain. Term. in July. Address School of Expression, 458 Boylston Street, Boston.

**NORTH CAROLINA.**—Summer Term of the Slater Industrial and State Normal School, Winston, N. C. June 22-July 8. Address Prof. Thos. R. Debnam, Sec'y of the Faculty.

**COLORADO.**—Summer School under the auspices of the Denver Normal and Preparatory School at Denver, Colo. Five weeks, beginning June 13. Address Fred. Dick, Denver.

**WISCONSIN.**—Summer School for Physical Training, under the auspices of the North American Gymnastic Union, at the Normal School of Gymnastics, Milwaukee, Wis. July 5 to August 13. Address Wm. A. Stecher, 214 Chestnut street, St. Louis, Mo., Sec'y.

Milwaukee Summer School of Pedagogy. Opens July 5 and continues four weeks. Address Elnora Cuddeback Fulcomer, State Normal School, Milwaukee, Wis.

**CANADA.**—Summer School of Science for the Atlantic Provinces of Canada. July 7 to 22. Address J. D. Seaman, Charlottetown, P. E. I., Sec'y.

**MINNESOTA.**—Summer School of the University of Minnesota at Minneapolis. August 1 to 26. Address M. E. B. Johnson, Registrar, State University.

### Important Educational Meetings.

June 14.—North Carolina State Teachers' Association, at Asheville.

June 28-30.—Trans-Mississippi Educational Convention at Omaha, Neb.

June 29-July 1.—Ohio State Teachers' Association, at Put-in-Bay.

July 5-8.—American Institute of Instruction at North Conway, N. H. George E. Church, Providence, R. I., president.

July 7-12, 1898. Meeting of the National Educational Association, at Washington, D. C., Supt. James Greenwood, Kansas City, Mo., President; Irwin Shepard, Winona, Minn., secretary.

June 28-30.—Illinois State Teachers' Association, at Belleville.

June 29-July 2.—Georgia State Teachers' Association, at Cumberland Island, Dr. P. D. Pollock of Mercer University, Prest.; Mrs. M. A. Lipscomb, Prest.; Lucy Cobb, Sec'y.

July 19-21.—Tennessee State Teachers' Association, at Lookout Mountain. R. L. McDonnold, Sec'y.

July 5-7.—New York State Teachers' Association, at Rochester.

June 29-July 1.—West Virginia State Teachers' Association, at Wheeling.

August 22-27.—American Association for the Advancement of Science, at Boston. F. W. Putnam, Harvard University, Sec'y.



## ITEMS OF INTEREST REGARDING

# National Educational Association

## Annual Convention.

AT WASHINGTON. D. C., JULY 7th to 12th, 1898.

Rate, \$6.50 for the Round Trip, plus \$2.00 Initiation Fee.

INCOMPARABLE EXPRESS SERVICE OF THE PENNSYLVANIA RAILROAD BETWEEN NEW YORK AND WASHINGTON.

Dist.	SOUTHWARD.	WEEK-DAYS										
		45	47	35	49	51	67	55	57	59	63	65
1.0 2.5.2	Lv. New York (West 23d St. St'n)	A.M. 7 50	A.M. 8 20	A.M. 9 20	A.M. 9 50	A.M. 10 50	P.M. 12 50	P.M. 1 50	P.M. 3 20	P.M. 4 20	P.M. 4 50	
	" " (Desb. and Cortlandt Sts.)	8 00	8 30	9 30	10 10	11 00	1 00	2 10	3 30	4 30	5 00	
	" Brooklyn	7 53	8 17	9 10	9 57	10 46	12 39	1 46	3 03	4 16	4 58	
	" Jersey City	8 13	8 44	9 14	10 24	11 13	1 13	1 14	2 23	3 44	4 44	5 13
	Ar. Washington (St'n 6th & B Sts.)	1 42	2 10	3 30	3 38	4 10	6 18		8 15	8 35	10 25	10 55
		P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	

Dist.	SOUTHWARD	SUNDAYS									
		23	41	47	35	51	59	63	65	23	41
1.0 2.5.2	Lv. New York (West 23d St. St'n)	P.M. 8 50	A.M. 12 05	A.M. 8 20	A.M. 9 20	A.M. 10 50	P.M. 3 20	P.M. 4 20	P.M. 4 50	P.M. 8 50	A.M. 12 05
	" " (Desb. and Cortlandt Sts.)	9 00	12 15	8 30	9 30	11 00	3 30	4 30	5 00	9 00	12 15
	" Brooklyn	8 45	11 08	8 17	9 10	10 46	3 03	4 16	4 38	8 45	11 08
	" Jersey City	9 15	12 30	8 44	9 44	11 13	3 44	4 44	5 13	9 15	12 30
	Ar. Washington (St'n 6th & B Sts.)	4 05	7 40	3 10	3 30	4 10	8 35	10 25	10 55	4 05	7 40
		A.M.	A.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.

Dist.	NORTHWARD	WEEK-DAYS												
		56	ad56	32	44	46	50	36	58	60	62	64	66	78
41.8 227.2 228.2 ....	Lv. Washington (Station 6th & B Sts.)	A.M. 7 00	A.M. 7 00	A.M. 8 00	A.M. 9 00	A.M. 10 00	A.M. 11 00	P.M. 12 45	P.M. 3 15	P.M. 4 00	P.M. 4 20	P.M. 6 50	P.M. 10 00	P.M. 11 50
	" Baltimore (Union Station)	8 03	8 03	9 05	10 08	10 55	12 05	1 46	4 20	4 57	5 28	7 53	11 35	1 08
	Ar. Jersey City	12 31	12 31	1 51	2 49	2 51	4 40	6 11	9 17	8 55	9 50	12 23	6 10	6 42
	" New York (Desbrosses and Cortlandt Sts.)	12 43	12 43	2 03	3 03	3 03	4 53	6 23	9 30	9 08	10 02	12 33	6 23	6 53
	" " (West 23d Street Station)	1 05	1 05	2 15	3 15	3 15	5 05	6 45	9 45	9 20	10 15	12 50	6 35	7 05
	" Brooklyn	12 54	12 54	2 13	3 23	3 23	5 02	6 35	9 52	9 35	10 20		6 40	7 06
		P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	A.M.

Dist.	NORTHWARD	SUNDAYS											
		56	ad56	32	44	50	6	58	60	62	64	66	78
41.8 227.2 228.2	Lv. Washington (Station 6th & B Sts.)	A.M. 7 00	A.M. 7 00	A.M. 8 00	A.M. 9 00	A.M. 11 00	P.M. 12 15	P.M. 3 15	P.M. 4 03	P.M. 4 20	P.M. 6 50	P.M. 10 00	P.M. 11 50
	" Baltimore (Union Station)	8 03	8 03	9 05	10 08	12 05	1 20	4 20	4 57	5 28	7 53	11 35	1 08
	Ar. Jersey City	12 31	12 31	1 51	2 49	4 40	6 11	9 17	8 55	9 50	12 23	6 10	6 42
	" New York (Desbrosses and Cortlandt Sts.)	12 43	12 43	2 03	3 03	4 53	6 23	9 30	9 08	10 02	12 33	6 23	6 53
	" " (West 23d Street Station)	1 05	1 05	2 15	3 15	5 05	6 45	9 45	9 20	10 15	12 50	6 35	7 05
	" Brooklyn	12 54	12 54	2 13	3 23	5 02	6 35	9 52	9 35	10 20			7 28
		P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	A.M.

## A SPECIAL TRAIN.

In addition to the above incomparable daily service of Fast Express Trains between New York and Washington, there will be a NATIONAL EDUCATIONAL ASSOCIATION SPECIAL leave New York, Thursday, July 7th, at 8.20 A.M., from West 23d Street, 8.30 A.M., from Desbrosses and Cortlandt Streets, 8.17 A.M., from Brooklyn, via annex, foot of Fulton Street, and 8.44 A.M. from Jersey City; arriving at Philadelphia 11.23 A.M., whence after visiting the U. S. Mint, Liberty Hall, Carpenters' Hall, and Benjamin Franklin's Tomb, the party will leave Broad Street Station at 1.12 P.M. and arrive at Washington 4.10 P.M.

## HOTEL LIST.

Applications for accommodations should be addressed to Mr. Raymond A. Pearson, Chairman of the Hotel and Public Comfort Committee, Board of Trade Rooms, Washington, D.C. Such applications should state as clearly as possible the number of rooms desired, approximate price, time of arrival, length of stay, whether one or more will occupy the same room, and any other information that will be of use in making selections. (Rates in parenthesis refer to one person in a room.)

American Plan—Per Day. European Plan—Per Day				American Plan—Per Day. European Plan—Per Day			
The Arlington	\$3 50	[Official Headquarters.]		The Raleigh			
Riggs Hotel	{ 2 50 to \$3 50			The National	{ 2 50 to 3 50		
Ebbitt House	{ (3 00) to (4 00)			St. James Hotel	{ (3 00) to (4 00)		
Hotel Normandie	2 50			The Regent		75 to 1 50	
The Shoreham	3 50	(4 00)	\$1 50 (\$2 00)	La Petra's	1 50		
The Hamilton	2 00 to 2 50			The Oxford	2 00		
Hotel Wellington	2 50		1 00 upward	The Colonial	{ 1 50		
The Cochran	3 00	(3 50)	1 00 (1 50)	Hotel Vendome	{ (2 00) to (2 50)		
The Elsmere	{ 1 50	2 00		The Fredonia	2 00 to 2 50	1 00 upward	
The Metropolitan	{ (2 50)			The Clarendon	1 50 (2 00)	1 00	
Congressional Hotel	{ 2 50			The Richmond	1 50 (2 00)	1 00	
The Grafton	{ (2 50) to (3 50)	1 00		The Baltic	3 00 (3 50)	1 25 (1 50)	
				The Buckingham	3 00 upward	1 00 upward	
				The Lincoln	1 50 upward	1 00 upward	
					1 50 to 2 00		

In addition, a large number of good boarding houses offer rates from 75 cents to \$1.50 per day for rooms only, and \$1.25 to \$2.00 per day for rooms and board.

## SIDE-TRIPS FROM WASHINGTON ACCOUNT N. E. A. CONVENTION.

Round-Trip Tickets, to be on sale July 9th to 16th, good returning within ten days after date of issue, except when otherwise noted below.

To Fredericksburg, Va.	- - - - -	\$2.25	To Old Point Comfort (going rail, returning steamer)	- - - - -	\$5.55
" Richmond, Va.	- - - - -	4.00	" Old Point Comfort (via Baltimore & Bay Line)	- - - - -	4.00
" Petersburg, Va.	- - - - -	5.00	" Old Point Comfort (via Baltimore and Chesapeake Line)	- - - - -	4.00
" Norfolk, Va. (all rail)	- - - - -	6.00	" Gettysburg, Pa. (good returning until July 31st)	- - - - -	3.35
" Norfolk, Va. (via Baltimore and Bay Line)	- - - - -	4.00	" Ocean City, Md. (via Baltimore and B. C. & A. R. R.)	- - - - -	4.00
" Norfolk, Va. (via Baltimore and Chesapeake Line)	- - - - -	4.00	" Baltimore, good on day of issue only	- - - - -	1.25
" Old Point Comfort (all rail)	- - - - -	6.00			



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Station) 6.00 P.M.

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Leaves New York (Grand Central Station) 1.00 P.M., New  
Haven 2.33 P.M., Middletown 3.13 P.M., Willimantic 4.07 P.M.

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at 5.35 A.M., due Kneeland St. Station, Boston, 10.00 A.M.

STATEROOMS - - \$1, \$1.50, \$2 Each

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Kneeland Street Station, Boston.

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For all information call on the nearest ticket agent or address,

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"America's Great Resorts," a 48-page pamphlet, with large map printed in colors, briefly describing and illustrating many of the principal health and pleasure resorts, will be sent free, post-paid, on receipt of one 2-cent stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

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WASHINGTON, D. C.,  
(JULY, 1898), VIA

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In 1897 we had thousands of requests from teachers and scholars for Wonderland '97. The edition—a large one—was exhausted long before the end of the year. Wonderland '98 is now ready. It is entirely different from the former book. It has a chapter on The Agricultural Northwest, crammed full of valuable information; one on Yellowstone Park, written especially for teachers; another on Alaska and Klondike, and one A Canoe Lake Trip, that will be of interest to schools. The book has a high art cover designed by Leyendecker, and it is profusely illustrated from new photographs. The Northern Pacific Railway will send the book and a revised map of Yellowstone Park upon receipt of six cents in stamps or postal order. Send to Chas. S. Fee, General Passenger Agent, St. Paul, Minn. Write address plainly and state where you saw the advertisement.

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The season opens early in June and lasts until late in September.

Excursion tickets sold every day during the summer months. Our summer guide book with list of hotels and boarding houses will be sent free upon application to Geo. H. Heafford, General Passenger Agent, Old Colony Building, Chicago, Ill.

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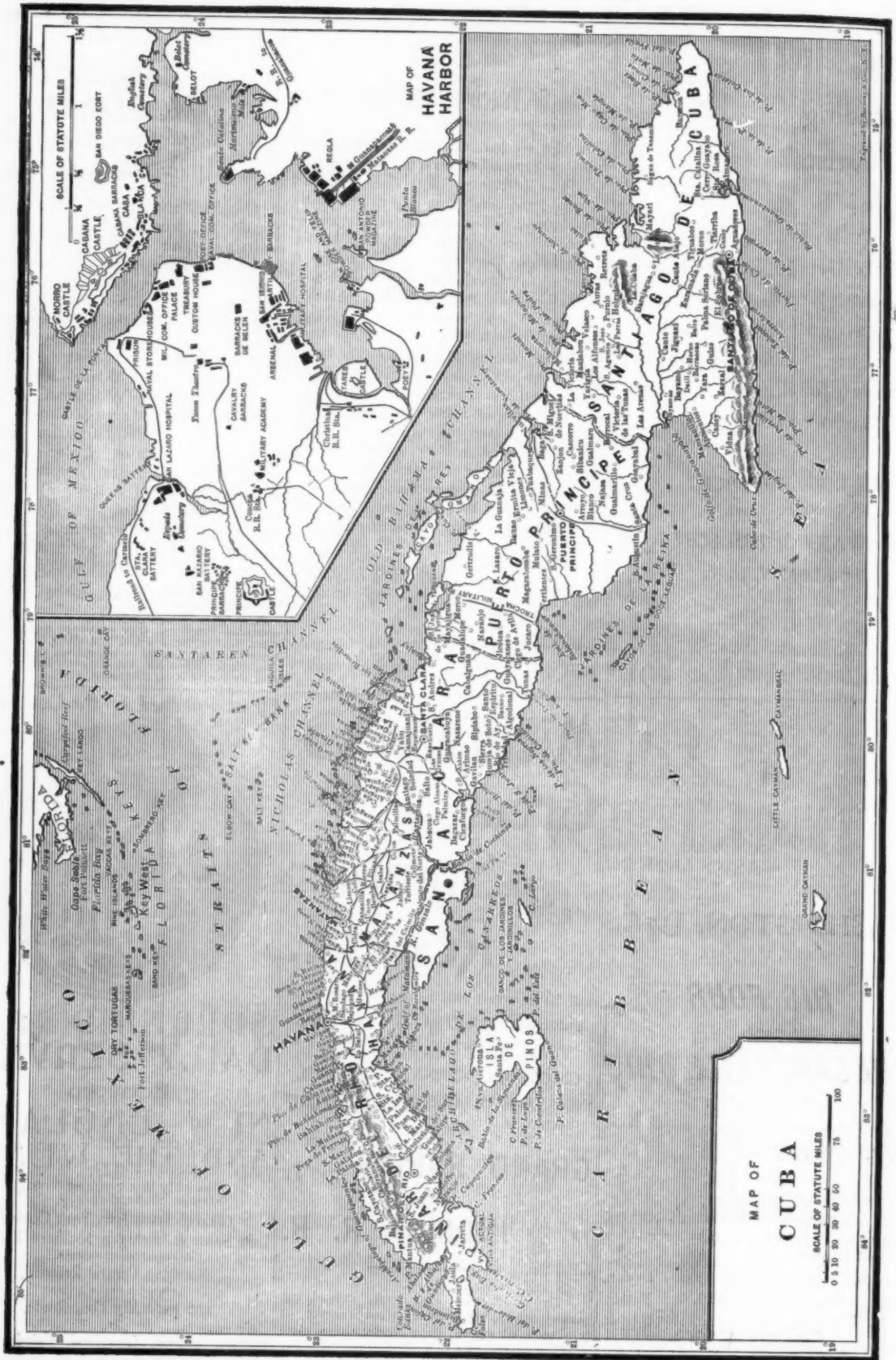
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# Summer Travel Guide

## GENERAL EDUCATIONAL TRAVEL.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation of two months duration in traveling. Last summer it centered at Milwaukee, Wis., because of the meeting of the NATIONAL EDUCATIONAL ASSOCIATION. The

### NATIONAL EDUCATIONAL ASSOCIATION

meets this year at Washington, D. C., July 7 to 12. It will draw together teachers from all parts of the United States. A One Fare Round Trip Rate is made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there.

**The Marthas Vineyard Summer School**, at its beautiful seaside resort will be a delightful place to visit. Begins July 12, five weeks.  
**Chautauqua** has a thousand attractions. Its special course for teachers is becoming very popular.

**The Various Summer Schools** for teachers will be largely patronized. See special list in THE JOURNAL.

**The American Institute of Instruction** meets at North Conway, N. H., July 5 to 8.

The above are only a few of the numerous points that will attract the readers of THE SCHOOL JOURNAL. Any Special Information as to dates will be found by consulting this supplement or by writing direct to the managers, or to the editors. Enclose stamp for reply.

### Summer Schools.

**MASSACHUSETTS.**—Sauveur Summer School of Languages at Amherst College, Amherst, Mass., July 6 to Aug. 14, Dr. L. Sauveur, 4613 Ellis avenue, Chicago, Ill.

**Marthas Vineyard Summer Institute**, at Cottage City, Mass. Begins July 12. Address W. A. Mowry, President, Hyde Park, Mass.

**The New School of Methods** for 1898. Two sessions, east and west. Eastern school at Hingham, Mass., July 18-30. Address American Book Company, or C. C. Birchard, manager of New School of Methods, Washington square, New York.

**The H. E. Holt Normal Institute of Vocal Harmony**. Address H. E. Holt, Lexington, Mass.

**School of Expression**, Boston, Mass., in August. Address School of Expression, 458 Boylston street, Boston.

**Clark University Summer School**. Worcester, Mass., July 13-27. Address Louis M. Wilson, Clerk, Worcester.

**Massachusetts Institute of Technology**, Summer Courses during June and July. H. W. Tyler, Sec'y, 491 Boylston St., Boston.

**Harvard University Summer School**. July 5 to August 13. Address M. Chamberlain, 16 University Hall, Cambridge, Mass.

**The American Institute of Normal Methods**. Eastern school at Auburndale, Mass., July 12 to 29. Frank D. Beattys, Sec'y, 29-33 East Nineteenth St., New York.

**Summer Session of the American Music Training School** at Marblehead, Mass., July 12 to 29. King-Richardson Publishing Company, Proprietors, Springfield, Mass.

**Laurel Park Summer Institute** at Northampton, June 27-July 2.

**NEW YORK.**—New York University. Summer Courses, July 5-August 13. Address Charles B. Bliss, University Heights, New York city.

**Summer School of Cornell University**, July 5-August 13. Address A. F. Weber, Secretary, Ithaca, N. Y.

**New York State Summer Institutes**, at Thousand Island Park, Greenport, and Ithaca, July 11 to 29.

**Summer School of Sociology** at Syracuse University. June 27 to July 9. Address J. H. Hamilton, 306 Waverly Place, Syracuse, N. Y.

**Chautauqua Summer School**. Address W. A. Duncan, Sec'y, Chautauqua, N. Y.

**PENNSYLVANIA.**—Pennsylvania Summer School at Huntingdon, July 11 to 29.—Miss Amanda Landes, Millersville, Pa., Sec'y.

**ILLINOIS.**—New School of Methods for 1898. Western school at Chicago, August 1-13. Address American Book Company, or C. C. Birchard, manager of the New York School of Methods, Washington square, New York.

**Cook County Normal Summer School**. Three weeks, beginning July 5. Address W. S. Jackman, 6916 Perry avenue, Chicago.

**The summer quarter of the University of Chicago** will begin July 1. Address the Examiner, University of Chicago, Chicago, Ill.

**The American Institute of Normal Methods**. Western School at Highland Park, Ill. July 19 to August 5. O. S. Cook, Sec'y, 262-264 Wabash Ave., Chicago.

**OHIO.**—Summer Normal at Cortland, Ohio. Six weeks. Address L. E. York, Clark University, Worcester, Mass.

**Ohio State University Summer School and Summer Library School**, June 20 to July 30. Address Executive Office, Ohio State University, Columbus.

**Wooster University Summer School**, June 20 to August 12. J. H. Dickason or Nelson Saurain, Principals, Wooster, Ohio.

**The Mecca Summer School of the National Normal University**, Lebanon, Ohio. Address C. K. Hamilton, Sec'y, Lebanon.

**Columbus Summer School** begins June 20. Address Abram Brown, Columbus.

**Summer School of Union College Alliance**. Begins May 17.

**IOWA.**—Summer Latin School of Drake University. June 20 to August 19. Address Chas. O. Denny, Principal, Des Moines, Iowa.

**Summer School of Mathematics**, June 6 to July 2. Address W. A. Crusinberry, Drake University, Des Moines, Iowa.

**MICHIGAN.**—Michigan State Normal School. Summer session, June 27-August 5. Address Pres. Richard G. Boone, Ypsilanti, Mich.

**University of Michigan Summer School**. July 6 to August 17. Address E. A. Lyman, 335 East Liberty St., Ann Arbor, Mich.

**Summer Normal School at Petoskey**, Mich. June 1 to October 1. M. O. Graves, Principal, Petoskey.

**Benton Harbor College Summer School**. June 13 to August 5. G. J. Edgcombe, Principal.

**The New York, Pennsylvania, and other State Teachers' Associations** held in the summer bring together a large representation. In addition to these there are held nearly 3000 County Teachers' Institutes, making necessary a very large amount of traveling on the part of teachers.

**European Tours**. An increasing number of teachers visit Europe each year.

**Summer Homes** in the Catskills, Adirondacks, Maine Coast or other seashore places are great favorites with the teachers.

The above are only a few of the numerous points that will attract the readers of THE SCHOOL JOURNAL. Any Special Information as to dates will be found by consulting this supplement or by writing direct to the managers, or to the editors. Enclose stamp for reply.

**Summer Term of Kindergarten Training School** at Grand Rapids, Mich. July and August. Address Clara Wheeler, Secretary, 117 Barclay St., Grand Rapids.

**Michigan Agricultural College, Teachers' Institute and Summer School**, July 11 to August 5. Pres. J. L. Snyder, Agricultural College, Mich.

**Summer Session of Ferris Industrial School** at Big Rapids. Begins May 23. Address W. N. Ferris.

**TENNESSEE.**—School of Expression. Summer Terms: Mont-eagle, Cumberland Mountain. Term in July. Address School of Expression, 458 Boylston Street, Boston.

**NORTH CAROLINA.**—Summer Term of the Slater Industrial and State Normal School, Winston, N. C. June 22-July 8. Address Prof. Thos. R. Debnam, Sec'y of the Faculty.

**Asheville Summer School and Conservatory**. July 7 to August 17. Archibald Jones, Prest.

**Summer School of the University of North Carolina**. Four weeks, begins June 21. M. C. S. Nolle, Supt., Chapel Hill, N. C.

**COLORADO.**—Summer School under the auspices of the Denver Normal and Preparatory School at Denver, Colo. Five weeks, beginning June 13. Address Fred. Dick, Denver.

**WISCONSIN.**—Summer School for Physical Training, under the auspices of the North American Gymnastic Union, at the Normal School of Gymnastics, Milwaukee, Wis. July 5 to August 13. Address Wm. A. Stecher, 214 Chestnut street, St. Louis, Mo. Sec'y.

**Milwaukee Summer School of Pedagogy**. Opens July 5 and continues four weeks. Address Elnora Cuddeback Fulcomer, State Normal School, Milwaukee, Wis.

**TEXAS.**—Summer School of University of Texas. Begins June 6. Address J. H. Lomax, Austin.

**CANADA.**—Summer School of Science for the Atlantic Provinces of Canada, July 7 to 22. Address J. D. Seaman, Charlottetown, P. E. I., Sec'y.

**MINNESOTA.**—Summer School of the University of Minnesota at Minneapolis. August 1 to 26. Address M. E. B. Johnson, Registrar, State University.

### Important Educational Meetings.

June 15-18.—North Carolina State Teachers' Association, at Asheville. Supt. Alexander Graham, Charlotte, Prest.; W. T. Whitsett, Sec. and Treas.

June 15-18.—North Carolina Colored Teachers' Association, at Greensboro.

June 28-30.—Trans-Mississippi Educational Convention at Omaha, Neb.

June 28-July 1.—Texas State Teachers' Association, at Galveston.

Supt. Cousins, Inexia, Prest.; Prin. Luke Roberts, Fort Worth, Sec.

June 29-July 1.—Ohio State Teachers' Association, at Put-in-Bay.

July 5-8.—American Institute of Instruction at North Conway, N. H. George E. Church, Providence, R. I., president.

July 7-12, 1898. Meeting of the National Educational Association, at Washington, D. C., Supt. James Greenwood, Kansas City, Mo., President; Irwin Shepard, Winona, Minn., secretary.

June 28-30.—Illinois State Teachers' Association, at Belleville.

June 29-July 2.—Georgia State Teachers' Association, at Cumberland Island, Dr. P. D. Pollock of Mercer University, Prest.; Mrs. M. A. Lipscomb, Sec'y.

July 19-21.—Tennessee State Teachers' Association, at Lookout Mountain. R. L. McDonnold, Sec'y.

July 5-7.—New York State Teachers' Association, at Rochester.

July 5-8.—Pennsylvania State Teachers' Association, at Bellefonte.

June 29-July 1.—West Virginia State Teachers' Association, at Wheeling.

August 22-27.—American Association for the Advancement of Science, at Boston. F. W. Putnam, Harvard University, Sec'y.



# Directory of Educational Associations.

An effort has been made to give in the following directory the names of all educational associations in the Metropolitan district. Readers knowing of any association omitted in this list are requested to notify the editor giving name, officers, and number of members. If there has been a change of officers, readers will kindly notify the editor.

**New York State Teachers' Association.**—Pres., Dr. James Lee, assistant superintendent of school, New York city; secretary, Prin. Schuyler F. Herron, Elizabethtown; treas., Prin. S. McKee Smith, Chatham.

## MANHATTAN AND BRONX.

**New York City Teachers' Association.**—Dr. Wm. P. Ettlinger, president; Miss Henrietta Woodman, cor. sec.; Henry M. Farrell, rec. sec. Meets at City college third Tuesdays. 2,500 members.

**New York Schoolmasters' Club.**—St. Denis Hotel. Org. 1890. 150 members. W. B. Gunnison, Pres.; Chas. A. Dorsey, Sec., 81 Adelphi st., Brooklyn.

**New York Society of Pedagogy.**—Madison av. and 85th st. Org. 1889. 1,200 members. Edward A. Page, Pres.; Miss Hester A. Roberts, Cor. Sec.; John W. Davis, Rec. Sec.; Herman C. Boehme, chairman membership committee.

**Teachers' Mutual Life Assurance Association.** Henry C. Litchfield, Pres.; Samuel McC. Crosby, Sec., E. 96th st. cor. Lexington av.

**Teachers' Mutual Aid Society.**—Dr. John P. Conroy, Pres.; Mary A. Curtis, Sec.

**Association of Primary Principals.**—Miss Josephine E. Rogers, Pres.; Miss S. E. Buckbee, Sec.

**The "Emile."**—Joseph A. Fripp, Pres.; Emanuel A. Wahl, Rec. Sec.

**Association of Female Assistants in Grammar Departments.**—Miss Alida S. Williams, Pres.; Miss Mary W. Hatch, Cor. Sec.

**Primary Teachers' Association.**—Miss Mary A. McGovern, Pres.; Mrs. J. E. Archer, Sec.

**Mutual Benefit Association.**—Principal Dubois B. Frisbee, G. S. No. 4, Pres.; Abner B. Holley, G. S. No. 46, Rec. Sec.

**Male Teachers' Association.**—T. J. Boyle, G. S. No. 82, president.

**Teachers' Building and Loan Association of New York City.**—David E. Gaddis, G. S. 54, Pres.; Samuel McC. Crosby, G. S. No. 86, Treas.; A. D. Stratton, G. S. No. 4, Sec., 1,000 members. Shares \$240 each, assets, \$556,450. New Series opens each year in April and October.

**Alpha Round Table, University Society for Child Study.**—Ella Keith, Leader.

**Society for the Comparative Study of Pedagogy.**—Dr. Samuel Weir, School of Pedagogy, Pres.; Dr. F. Montaser, School of Pedagogy, Secretary.

**Teachers' Co-operative Building and Loan Association of the City of New York.**—Joseph G. Furey, G. S. No. 40, Pres.; Magnus Gross, G. S. No. 6, Sec.; James M. Kieran, G. S. 81 Treas. Members, 641.

## BROOKLYN.

**Brooklyn Principals' Association.**—65 members. Calvin Patterson, Pres., Girls' High School; James J. McCabe, Sec.,

**Brooklyn Teacher's Aid Association.**—W. M. Jelliffe, Pres. 196 Sixth av.; Jas. Cruikshank, Treas.; Grace C. Wilson, Sec.

**Brooklyn Teachers' Association.**—2,300 members. John Harren, president.

**Branch Principals' Association.**—Miss Alice A. Douglas, president, 194 Madison street; Miss Grace E. Strachan, secretary, 461 Clossen avenue.

**Brooklyn Teachers' Life Assurance Association.**—1,557 members. Charles E. Tuthill, Pres.; Leonard B. Dunkly, Treas.; Mary B. Hart, Sec., 395 Cumberland st.

**Heads of Departments Association.**—Miss Susan H. Wilkins, Pres.; Miss Adelaide A. Phillips, Treas.; Miss Kate E. Turner, Cor. Sec., 472 Quincy st.

**Association of Normal Graduates.** John H. Harris, 472 Sixth Street, Brooklyn, N. Y., Sec.

## BOROUGH OF RICHMOND.

**Teachers' Association of the Borough of Richmond.** Chas. Simons, Stapleton, New York, secretary.

**Principals' Council of the Borough of Richmond.** Chas. Simons, Stapleton, secretary.

## NEW JERSEY.

**Essex County Schoolmaster's Association.** Thirty members. The executive committee consists of Prin. Edw. H. Dutcher, East Orange, chairman; Supt. W. E. Chancellor, Bloomfield, and Prin. F. H. Morrell, Irvington.

**Hudson County Teachers' Association.**—M. H. Kinsley, president, Kearney; S. A. Roberson, secretary, North Bergen, N. J.

**Schoolmasters' League of New Jersey.** George H. Linsley, Jersey City, president; Edwin Shepard, Newark, vice-president.

## JERSEY CITY.

**The Teachers' Club.**—Miss Lydia K. Ennis, Pres.

**The Male Principals' Association.** Geo. H. Linsley, Pres.

**The Primary Teachers' Association.**

**Jersey City Teachers' Association for Principals and Teachers.** 302 members. Chas. A. Hoyt, president; Mary Benton, secretary; I. P. Towne, treasurer. The Life Assurance Department has 305 members. This is managed on the assessment Plan.

## NEWARK, N. J.

**Principals' Association.**—David B. Corson, president; E. K. Sexton, secretary. Membership, forty. Meets once each month, the fourth Wednesday.

This association is very much alive. The meetings are well attended. Though the membership is not large this association is an educational power in Newark.

**Vice Principals' Association.**—Miss Jane E. Allen, Pres.; Miss Eunice McLeod, Sec. Membership 23. Meets once each month.

**Teachers' Guild.**—Miss Sara A. Fawcett, Pres.; Miss Jessie K. Doremus, Sec. Meets once each month. Membership about 500.

## Other Educational Associations.

### NEW YORK CITY.

**New York Trade School.**—1st av., 68th and 69th sts. Org. 1881. 507 students. R. Fulton Cutting, Pres.; H. V. Brill, Man Progressive Club.—229 E. 19th st. Org. 1884. 90 members. Object, classes for self improvement. Mrs. Henry Marquand Pres.; Miss K. Walsh, Sec., 229 E. 19th st.

**New York Kindergarten Association.**—105 E. 22d st. Hamilton W. Mabie, Pres.; Daniel S. Remsen, Sec.

**Neighborhood Guild.**—24 Delancy st. Org. 1887. 2,000 members. Object same as University Settlement Society. Henry J. Rode, Sec.

**New York Genealogical and Biographical Society.** 226 W. 58th st. Org. 1869. 360 members. James Graet Wilson, Pres.; Thos. G. Evans, Sec.; Richard H. Greene, Librarian.

**New York Society for Prevention of Cruelty to Children.** 297 4th av. Elbridge T. Gerry, Pres.; E. Fellows Jenkins, Sec.

**New York Zoological Society.**—214 Broadway. Andrew H. Green, Pres.; Madison Grant, Sec.

**Society for the Prevention of Crime.**—205 E. 22d st. Chas. H. Parkhurst, Pres.; Thaddeus D. Kenneson, Sec.

**Society for Psychical Research (New York Section).**—Org. 1890. J. H. Hyslop, Vice-Pres. and Sec., Columbia College N. Y.

**University Settlement Society.**—26 Delancy st. Org. 1892. 500 members. Object, to bring men and women of education into close relations with the laboring classes for their mutual benefit. Seth Low, Pres.; Lester W. Clark, Sec.

**Children's Aid Society.**—D. Willis James, Pres.; Charles E. Whitehead, Vice-Pres.; Charles Loring Brace, Sec., 105 East 22nd st.

**American Kindergarten Society.**—50 Fifth av. Miss Emily M. Coe, Pres.; Miss Emily D. Elton, Sec.

**Associate Alumni of the College of the City of New York.**—John Weldor Jr., Secretary, 133 Lexington av.

**Associate Alumnae of the Normal College of the City of New York.**—Park av. and 68th st. Org. 1871. 1,575 members. Dr. Mary Augusta Requa, Pres.; Blanche H. Arnold, Sec.

**City College Club.**—133 Lexington av. Organized 1890. 200 members. Alex. P. Ketcham, Pres.; James C. Byrne, 133 Lexington av.

**Educational Alliance.**—197 E. Broadway. Isidor Strauss, Pres.; F. Spiegelberg, Sec.

**College Settlement.**—95 Rivington st. Org. 1889. Mrs. C. B. Spaler, Pres.; Mrs. S. T. Johnson, Sec., 80 Park st., Montclair, N. J.

**Girls' Club and Industrial Home.**—208 E. 14th st., A. W. Dennett, Pres.; S. E. Furey, Sec.

**American Geographical Society.**—11 West 29th st.

**Art Students League.**—215 West 57th st., Bryson Burroughs, Pres. Board of Control; Ethel Jarvis Wheeler, Cor. Sec.

**Association for the Improved Instruction of Deaf Mutes.**—912 Lexington av.

**Cooper Union, for the Advancement of Science and Art.**—8th st., and 4th av.

**Natural Science Association.**—114 5th av.

**New York Academy of Science.**—41 East 49th st.

**New York Historical Society.**—170 2nd av.

**Scientific Alliance of New York.**—41 East 49th st.

**Society for Ethical Culture.**—669 Madison av.

**Society for Instruction in First Aid to the Injured.**—105 East 22nd st.

**Society for the Reformation of Juvenile Delinquents.**—Randall's Island.

**New York Association of Sewing Schools.**—Mrs. Richard Irvin, Pres., Miss H. S. Sackett, Sec., rooms of the American Book Company. James M. Grimes, secretary.

## BROOKLYN.

**Froebel Society.**—110 members. Mrs. Sadie W. Taylor, 316 Clifton place, Pres.; Mrs. C. Williams, Sec.; Mrs. H. Estelle Hartch, Treas. Object, the advancement of educational interests, self culture, and to promote civic patriotism. Meets 1st Monday, Oct. to May, at Froebel Academy, 688-690 Lafayette Ave.

**Alumnae Association, Brooklyn Training School For Teachers.** Organized 1893. 200 members. Katharine J. King, Pres., Jessie Coddington, Sec., 745 Hancock st.

**Pratt Institute. Neighborhood Association.**—Org. 1895. Melville A. Marsh, Pres.; Miss R. Stevens, Sec. Pratt Institute.

**The Teachers' Association of the borough of Richmond.** meets the third Saturday of Sept., Nov., Jan., March, and May. The Principals' Council meets the second Thursday of each month, except July and August. Sheldon Pardee, president, Chas. F. Simmons, secretary.

## ITEMS OF INTEREST REGARDING

# National Educational Association

## Annual Convention.

AT WASHINGTON, D. C., JULY 7th to 12th, 1898.

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			A.M.	A.M.	A.M.	A.M.	A.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.
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1.0		" Brooklyn	7 33	8 17	9 10	9 57	10 46	12 39	1 29	1 46	3 03	4 16	4 38
2.0		" Jersey City	8 13	8 44	9 14	10 24	11 13	1 13	1 14	2 23	3 44	4 44	5 13
2.0.2		Ar. Washington (St'n 6th & B Sts.)	1 42	3 10	3 30	3 38	4 10	6 18		8 15	8 35	10 25	10 55
			P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.

Dist.	SOUTHWARD		SUNDAYS										
			23	41	47	35	51	59	63	65	23	41	
			P.M.	A.M.	A.M.	A.M.	A.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.
			8 50	12 05	8 20	9 20	10 50	3 20	4 20	4 50	8 50	12 05	
		" Desb. and Cortlandt Sts.	9 00	12 15	8 30	9 30	11 00	3 30	4 30	5 00	9 00	12 15	
1.0		" Brooklyn	8 45	11 08	8 17	9 10	10 46	3 03	4 16	4 38	8 45	11 08	
2.0		" Jersey City	9 15	12 30	8 44	9 44	11 13	3 44	4 44	5 13	9 15	12 30	
2.0.2		Ar. Washington (St'n 6th & B S.s.)	4 05	7 40	8 10	3 30	4 10	8 35	10 25	10 55	4 05	7 40	
			A.M.	A.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	

Dist.	NORTHWARD		WEEK-DAYS													
			56	ad56	32	44	46	50	36	58	60	62	64	66	78	
			A.M.	A.M.	A.M.	A.M.	A.M.	A.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	
			7 00	7 00	8 00	9 00	10 00	11 10	12 45	3 15	4 10	4 20	4 57	5 28	7 53	11 35
41.8		" Baltimore (Union Station)	8 03	8 03	9 05	10 08	10 55	12 05	1 46	4 20	4 57	5 28	7 53	11 35	1 08	
227.1		Ar. Jersey City	12 31	12 31	1 51	2 49	2 51	4 40	6 11	9 17	8 55	9 50	12 23	6 10	6 42	
228.2		" New York (Desbrosses and Cortlandt Sts.)	12 43	12 43	2 03	3 03	3 03	4 53	6 23	9 30	9 06	10 02	12 33	6 23	6 51	
....		" " (West 23d Street Station)	1 05	1 05	2 15	3 15	3 15	5 05	6 45	9 45	9 20	10 15	12 50	6 35	7 05	
		" Brooklyn	12 54	12 54	2 13	3 23	3 23	5 02	6 35	9 52	9 35	10 20	12 50	6 40	7 06	
			P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	A.M.	A.M.

Dist.	NORTHWARD		SUNDAYS												
			56	ad56	32	44	50	6	58	60	62	64	66	78	
			A.M.	A.M.	A.M.	A.M.	A.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	
			7 00	7 00	8 00	9 00	11 00	12 15	3 15	4 00	4 20	4 50	5 28	7 53	11 35
41.8		Lv. Washington (Station 6th & B Sts.)	8 03	8 03	9 05	10 08	12 05	1 20	4 20	4 57	5 28	7 53	11 35	1 08	
227.1		" Baltimore (Union Station)	12 31	12 31	1 51	2 49	4 40	6 11	9 17	8 55	9 50	12 23	6 10	6 42	
228.2		" New York (Desbrosses and Cortlandt Sts.)	12 43	12 43	2 03	3 03	4 53	6 23	9 30	9 06	10 02	12 33	6 23	6 51	
		" " (West 23d Street Station)	1 05	1 05	2 15	3 15	5 05	6 45	9 45	9 20	10 15	12 50	6 35	7 05	
		" Brooklyn	12 54	12 54	2 13	3 23	5 02	6 35	9 52	9 35	10 20	12 50	6 40	7 06	
			P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	A.M.	A.M.

## A SPECIAL TRAIN.

In addition to the above incomparable daily service of Fast Express Trains between New York and Washington, there will be a NATIONAL EDUCATIONAL ASSOCIATION SPECIAL leave New York, Thursday, July 7th, at 8.30 A.M., from West 23d Street, 8.30 A.M., from Desbrosses and Cortlandt Streets, 8.17 A.M., from Brooklyn, via annex, foot of Fulton Street, and 8.44 A.M. from Jersey City; arriving at Philadelphia 11.23 A.M., whence after visiting the U. S. Mint, Liberty Hall, Carpenters' Hall, and Benjamin Franklin's Tomb, the party will leave Broad Street Station at 1.12 P.M. and arrive at Washington 4.10 P.M.

## HOTEL LIST.

Applications for accommodations should be addressed to Mr. Raymond A. Pearson, Chairman of the Hotel and Public Comfort Committee, Board of Trade Rooms, Washington, D.C. Such applications should state as clearly as possible the number of rooms desired, approximate price, time of arrival, length of stay, whether one or more will occupy the same room, and any other information that will be of use in making selections. (Rates in parenthesis refer to one person in a room.)

American Plan—Per Day				European Plan—Per Day			
The Arlington				The Raleigh			
\$3 50 [Official Headquarters.]				{ 2 50 to 3 50			
Riggs Hotel				{ (3 00) to (4 00)			
Ebbitt House				75 to 1 50			
Hotel Normandie				75			
The Shoreham				1 50			
The Hamilton				2 00			
Hotel Wellington				{ 1 50			
The Cochran				{ (2 00) to (2 50)			
The Elsmere				2 00 to 2 50			
The Metropolitan				1 50 (2 00) 1 00			
Congressional Hotel				1 50 (2 00) 1 00			
The Grafton				3 00 (3 50) 1 25 (1 50)			
				3 00 upward 1 00 upward			
				1 50 upward 1 00 upward			
				1 50 to 2 00			

In addition, a large number of good boarding houses offer rates from 75 cents to \$1.50 per day for rooms only, and \$1.25 to \$2.00 per day for rooms and board.

## SIDE-TRIPS FROM WASHINGTON ACCOUNT N. E. A. CONVENTION.

Round-Trip Tickets, to be on sale July 9th to 16th, good returning within ten days after date of issue, except when otherwise noted below.

To Fredericksburg, Va.	52.25	To Old Point Comfort (going rail, returning steamer)	55.55
" Richmond, Va.	4.00	" Old Point Comfort (via Baltimore & Bay Line)	4.00
" Petersburg, Va.	5.00	" Old Point Comfort (via Baltimore and Chesapeake Line)	4.00
" Norfolk, Va. (all rail)	4.00	" Gettysburg, Pa. (good returning until July 31st)	3.25
" Norfolk, Va. (via Baltimore and Bay Line)	4.00	" Ocean City, Md. (via Baltimore and B. C. & A. R. R.)	4.00
" Norfolk, Va. (via Baltimore and Chesapeake Line)	4.00	" Baltimore, good on day of issue only	1.25
" Old Point Comfort (all rail)	6.00		

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WEST, NORTHWEST AND SOUTHWEST



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Boston, Kingston, Albany, Utica,  
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Niagara Falls to Hamilton, Tor-  
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LEAVES BOSTON 1.00 P.M.

Due Willimantic 2.48 P.M., Middletown 3.32 P.M., New  
Haven 4.15 P.M., New York (Grand Central  
Station) 6.00 P.M.

RETURNING

Leaves New York (Grand Central Station) 1.00 P.M., New  
Haven 2.33 P.M., Middletown 3.13 P.M., Willi-  
mantic 4.07 P.M.

DUE BOSTON 6.00 P.M.

Elegant Equipment of Parlor Car, Coaches and Buffet Smoker.

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Reservations at City Ticket Office, 3 OLD STATE HOUSE,

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WEEK DAYS ONLY.

### STEAMBOAT EXPRESS TRAIN

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N. H. & H. Railroad, Boston, 7.02 P.M., connecting at New  
London with elegant steamers

### CITY OF LOWELL and CITY OF WORCESTER

due Pier 40, North River, New York, 7.00 A.M.

RETURNING

Steamer leaves Pier 40, North River, New York, 6.00  
P.M., connecting at New London with Express train, leaving  
at 5.35 A.M., due Kneeland St. Station, Boston, 10.00 A.M.

STATEROOMS - \$1, \$1.50, \$2 Each

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Kneeland Street Station, Boston.

Pier 40, North River, New York.



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The Lake Shore & Michigan Southern Railway offers a large list of very enjoyable tours and places for the summer vacation, with tickets at greatly reduced rates, such as to Lake Chautauqua, Niagara Falls, resorts in the Northwest, Michigan, on the Great Lakes, the St. Lawrence River, Atlantic Coast, and in the Adirondack and White Mountains. The Lake Shore is famous as a comfortable and interesting route, and widely celebrated for the service of its great through trains, providing tourists with every convenience for delightful vacation travel. All ticket agents sell tickets via the Lake Shore & Michigan Southern Railway.

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CLEVELAND, O.

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28

**FIRST**—Because its rates are always the *Lowest*.

**SECOND**—Because it gives unexcelled service—including through Wagner Palace Sleeping Cars between Boston and Chicago *via* the Fitchburg and West Shore Railroads, and Solid Through Trains between New York and Chicago *via* the West Shore and Nickel Plate Roads. Its day coaches are lighted by gas, heated by steam in winter, and are in charge of uniformed colored attendants whose services are free to all passengers. Its dining car and buffet service is unsurpassed, and its meal stations serve the best of meals at the lowest rates.

**THIRD**—Because it will give you side trips, without extra charge, to CHAUTAUQUA LAKE and NIAGARA FALLS on all tourist and excursion tickets.

**FOURTH**—Because it runs along the shores of beautiful Lake Erie, with its cooling breezes, and delightful scenery—passing through the famous "Grape Belt" of New York, Pennsylvania and Ohio, and the "Gas Belt" of Indiana, the beautiful cities of Erie, Cleveland, Fostoria, and Fort Wayne—the Summer Resort of Green Springs, and many other noted places.

**FIFTH**—Because the Nickel Plate Road is ever at the front in adopting *every improvement* tending to the *Safety, Comfort, Convenience and Pleasure* of its patrons, and its smoothly running track, powerful locomotives, elegant and luxurious cars, and lowest rates, designate it as the **POPULAR ROUTE**.

For all information call on the nearest ticket agent or address,

F. J. MOORE, General Agent, 23 Exchange Street, Buffalo, N. Y.

**A YEAR FOR**  
**AMERICANS TO**  
**REMAIN IN AMERICA.**



As this seems to be a year for most Americans to stay in the United States it is perhaps appropriate to call attention to America's Great Resorts, particularly those reached directly by the New York Central and its connections. Prominent among which are the Thousand Islands, the Adirondack Mountains, Saratoga, Lake George and Lake Champlain, Niagara Falls, the Berkshire and Litchfield Hills, the Catskill Mountains, and hundreds more equally as good and healthful.



A copy of "America's Great Resorts," will be sent free, postpaid, on receipt of a two-cent stamp, by George H. Daniels, General Passenger Agent Grand Central Station, New York.

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The greatest of American health and pleasure resorts are directly reached by the through parlor and sleeping cars of the New York Central. The service by this great line is elegant and luxurious in every particular, strictly maintaining the apt title bestowed upon it of "America's Greatest Railroad."



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For sleeping-car reservations, time folders, and further information, address Wm. E. HOYT, General Eastern Passenger Agent, 391 Broadway, New York, or H. C. TOWNSEND, General Passenger Agent, St. Louis, Mo.

## "The Leading Tourists' Line"

Lake George, Lake Champlain, Sharon Springs, Saratoga, Adirondacks, etc., etc. Send 4 cents in stamps for illustrated summer-resort list to

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(JULY, 1898), VIA

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### Summer Resting Places in Northern Michigan

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Possess advantages over all other American resorts—in the pure lake air, fresh and clean, full of life giving properties, and in many other respects which must be experienced to be appreciated. These places are quickly reached by

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Popular Lines to Northern Resorts.

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time table for summer season.

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will be reached this season quickly and  
comfortably by the fast trains and through  
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The G. R. & I. "Red Book," containing  
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Within three hours' ride of Chicago  
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tonka, Lakes Okoboji, Spirit Lake  
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Vestibuled Sleeping Cars Trains heated by Steam.  
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## Important Announcements.

### New York State Teachers' Association.

(At Rochester July, 5, 6 and 7—The School Exhibit—Railroad and Hotel Rates—The Programme.)

The New York State Teachers' Association, which meets at Rochester, July 5, 6, and 7, will hold its general sessions in the Central Presbyterian church. Sectional sessions will be held in the court-house, and the exhibition of school work, in the high school building.

Principals, superintendents, and others wishing their schools to be represented in the exhibit should write at once to E. C. Colby, High School Building, Rochester, for information and space. Exhibits must be mounted on cardboard, 22 x 28 inches, and should be arranged and labeled so as to show the school and the age and grade of pupils whose work is shown. All packages must be prepaid and addressed to Mr. Colby at the high school building. Directions for the return of an exhibit should accompany it.

Col. S. C. Pierce, of grammar school No. 4, Rochester, is chairman of the local committee of entertainment. Excellent board and rooms may be secured by communicating with Col. Pierce, at from \$1.50 to \$3.00 per day.

Mr. Arthur Cooper, of 100 Washington Square, New York city, the transportation agent of the State Association, is arranging for reduced rates for members of the association of one and one-third the regular fare for the round trip to and from Rochester. To secure this reduced fare, teachers should apply to Assistant Treasurer Abram Fischlowitz, grammar school 40, 225 East 23d street, New York city, for membership tickets in the association, costing \$1.00 each.

The general headquarters of the association while in Rochester will be at the Powers hotel.

A number of special excursions are being planned from Rochester for members of the association; one to Niagara Falls and return for \$1.25, one to Watkins Glen and return for \$1.50, and one to the Thousand Islands for \$6.50. Arrangements will also be made whereby those desiring to attend the National Educational Association at Washington, may go directly from Rochester at reduced rates.

Hon. George E. Warner, mayor of Rochester, will welcome the teachers. He will be responded to by Pres. James Lee, of the association, and Pres. Boyd D. Sanders, of the Rochester board of education. Supt. Milton Noyes, of the Rochester schools, will then address the meeting.

Sectional meetings on nature study, child study, grammar schools, high schools, manual training, normal schools, superintendence, kindergartens, and music, will be held. A rich and varied program is being prepared.

Reduced round-trip rates from New York city to Rochester and return will cost \$11.00 to members of the State Association.

### Northern Illinois.

The annual convention of the Northern Illinois Teachers' Association will meet next year at LaSalle. The membership of the Rockford meeting was 1,159, and with a more central place of meeting the 1899 convention should have an enrollment of 1,500. Prof. B. D. Barbour, of Rockford, was elected president for the ensuing year, and Miss May Slocum, of Evanston, secretary.

### Northeastern Ohio.

The next meeting of the Northeastern Teachers' Association will be held at Oberlin, May 28. The program includes a paper on "Some Advanced Doctrines of International Law," by Prof. James Monroe, Oberlin; and an address by Pres. Charles F. Thwing, of the Western Reserve university, on "Educational Values." Other speakers are Prof. A. A. Wright, Oberlin; Supt. L. H. Jones, Cleveland, and Supt. R. H. Kinnison, Wellington.

The officers of the association are: R. H. Kinnison, president; W. H. Kirk, secretary; H. H. Culley, treasurer; Lee R. Knight, Akron, H. C. Muckley, Cleveland, and F. J. Roller, Niles, executive committee.

### Summer Courses of N. Y. University.

The New York university will offer this summer special courses in mathematics, chemistry, biology, physics, German, Latin, Greek, and pedagogy. The session will begin July 5 and end Aug. 12, with the exception of the courses in pedagogy, which extend from July 11 to Aug. 19. Lectures will

be held the first five days of the week in the new buildings of the undergraduate college, at University Heights. These buildings overlook the Harlem river, the Palisades, and Long Island sound. It is a fine spot for a summer school, and will no doubt appeal to many teachers, and others whose duties preclude their attendance on regular college sessions. Information can be obtained of the secretary, Dr. Charles B. Bliss, University Heights, New York city.

### Cottage City Summer School.

Dr. W. A. Mowry, of Hyde Park, has just returned from a trip to California. He reports that requests for circulars and information in regard to the Martha's Vineyard summer institute are coming in fast. The indications are, that there will be a large attendance at the school this year.

The institute was established for the purpose of affording to teachers and others the opportunity of combining the study of some specialty with the rest and recreation of a delightful and inexpensive seaside resort.

Cottage City, as its name signifies, is a city of cottages, with its avenues, streets, hotels, churches, and places of amusement, and yet entirely unique in its character. From a famous camping resort of many years, it has, within the last decade, risen to a city which has from ten to fifteen thousand permanent summer residents, and is visited by more than fifty thousand people every season.

It is located at the northeastern extremity of Martha's Vineyard, about five miles from the mainland, bordering on Vineyard sound, the greatest marine highway of America; and the ocean view, with its ever-changing panorama of sailing-vessels and steamships, as seen from the "Highland Cliffs," or from the piazzas and balconies of Agassiz hall, is without a parallel on our coast.

The place combines all the attractions of seashore and country with the conveniences of a city close at hand. At the "Highlands," the portion of Cottage City where the institute buildings are located, beautiful parks and groves abound, the dwellings are scattered, there is perfect quiet at all times, and the air is cool in the hottest weather. Sufferers from hay fever testify that all symptoms of the ailment disappear during the first day of residence here. No malaria is found on the island, and persons suffering from it who come here recover their wonted strength and vigor rapidly and surely.

Victory rests with America's Greatest Medicine, Hood's Sarsaparilla, when it enters the battle against impure blood.



### GOING SOUTH.

Snap-shot of a group of New Yorkers on the way to the Chattanooga meeting of the Department of Superintendence, N. E. A., taken at a North Carolina railroad station of the Southern Railway. Sitting: Prof. Edward F. Buchner, New York University; Mr. J. E. Morse, vice-president and treasurer of the Morse Company, who is at present on duty on the U. S. steamer Michigan, Lake Erie, in answer to a call from the government; and Supt. A. B. Blodgett, of Syracuse. Standing: Mr. Charles E. Webster, of the Morse Company; Dr. Edward R. Shaw, dean of the New York University School of Pedagogy; and Frank Beatty, of Silver, Burdett, & Co.

# Summer Travel Guide

## GENERAL EDUCATIONAL TRAVEL.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation of two months duration in traveling. Last summer it centered at Milwaukee, Wis., because of the meeting of the NATIONAL EDUCATIONAL ASSOCIATION. The

### NATIONAL EDUCATIONAL ASSOCIATION

meets this year at Washington, D. C., July 7 to 12. It will draw together teachers from all parts of the United States. A One Fare Round Trip Rate made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there.

The Martha's Vineyard Summer School, at its beautiful seaside resort will be a delightful place to visit. Begins July 12, five weeks.

Chautauqua has a thousand attractions. Its special course for teachers is becoming very popular.

The Various Summer Schools for teachers will be largely patronized. See special list in THE JOURNAL.

The American Institute of Instruction meets at North Conway, N. H., July 5 to 8.

The above are only a few of the numerous points that will attract the readers of THE SCHOOL JOURNAL. Any Special Information as to dates will be found by consulting this supplement or by writing direct to the managers, or to the editors. Enclose stamp for reply.

### Important Announcements.

#### Illinois Society of Child Study.

Chicago, Ill.—The fourth annual congress of the Illinois Society for Child Study will be held in this city, June 3 and 4. The program will include reports from round tables, and reports on special lines of child-study work by Mrs. Lida B. McMurtry, Mrs. K. M. McMullin, and Miss Anne E. Allen. Among the papers and addresses are the following: "Value of Aesthetic Occupations," Miss Josephine C. Locke; "Showing Off" and Its Value in Ethical Training," Prof. Colin A. Scott; "Practical Course in Child Study for Teachers," Prof. L. H. Galbreath; "Principles of Mental Development," Prof. John Dewey; "Some Characteristics of Mental Development," M. V. O'Shea; "Periods of Stress in Childhood," Dr. James G. Kiernan.

#### University Convocation.

The thirty-sixth university convocation of the state of New York will be held in the senate chamber at Albany, June 27 to 29, 1898. All trustees, instructors, and other officers in colleges, normal schools, academies, high schools, and other institutions of higher education in the state are ex-officio members of the convocation. Railroad and hotel rates will be lowered for the occasion. Some of the topics which will be discussed are:

"Should all educational institutions be exempt from taxation?" "Should the four-year high school course be enforced as the minimum pre-requisite for all degree courses?"

"Educational functions of wall pictures, photographs, lantern-slides, and the like." "Daily newspapers and yellow Journalism."

"Examinations in schools and colleges, and the emphasis to be placed on them."

Booker T. Washington will deliver the annual address June 28, at 8 P. M. Twenty distinguished educators of the state were asked to express their preference for the orator of the year, from among several names, and each one put Mr. Washington's name first.

#### Trans-Mississippi Educational Convention.

Omaha, Neb.—Special preparations are being made to render the trans-Mississippi educational convention at Omaha, June 28 to 30, a success. Besides the excellent program, the exposition will be a great attraction. A summer school of methods, June 28 to 30, will also call teachers to Omaha.

The railroads have made a rate of one fare, plus \$2.00, for the round trip. This includes all the territory between Milwaukee, Chicago, Peoria, and St. Louis on the east, and Ogden and Huntington on the west. Outside of this territory, special rates will soon be made. Tickets will be good until Aug. 31, by depositing them with the agent in Omaha. Hotel accommodations will cost from \$1.00 to \$4.00 a day. Full particulars can be had from Supt. C. G. Pearse, chairman executive committee, Omaha, Neb.

#### School Board Program at Omaha.

School boards will be interested in the program of school board discussions, to be held at the convention at Omaha, Neb. The conference of boards will be directed by Hon. J. H. Trowin, Lansing, Ia. Following is the program:

WEDNESDAY, JUNE 29, 2:30 P. M.

Paper, "The School Board and the Press," Wm. Geo. Bruce, editor "American School Board Journal," Milwaukee, Wis.

Paper, "How Should the Finances of School Corporations be Managed?" Hallock W. Seaman, member board of education, Clinton, Ia.

The New York, Pennsylvania, and other State Teachers' Associations held in the summer bring together a large representation. In addition to these there are held nearly 3000 County Teachers' Institutes, making necessary a very large amount of traveling on the part of teachers.

European Tours. An increasing number of teachers visit Europe each year.

Summer Homes in the Catskills, Adirondacks, Maine Coast or other seashore places are great favorites with the teachers.

Any Special Information as to dates will be found by consulting this supplement or by writing direct to the managers, or to the editors. Enclose stamp for reply.

Discussion, Luther P. Ludden, member board of education, Lincoln.

Paper, "To what Extent Shall We have Compulsory Education Laws?" J. W. Carlisle, member board of education, Beatrice, Neb.

THURSDAY, JUNE 30.

Paper, "The Study of German in the Public Schools," John Schwaab, member board of education, Cincinnati, O.

Paper, "What is the Best Plan for Organizing a School Board, the Necessary Officers, the Proper Committee, Duties?" Paul F. Coste, president board of education, St. Louis.

Discussion, L. M. Mann, president board of education, Des Moines, Iowa.

Paper, "To what Extent, from a Financial Standpoint, Should School Boards go in Providing Special Teachers and Special Instruction?" A. G. Greenlee, member board of education, Lincoln.

Discussion, B. Simmerman, president board of education, St. Paul.

#### The Pinebluff Sanitary School.

The first of November will mark the opening of the new sanitary school at Pinebluff, N. C. The leader in this movement is Mr. John T. Patrick, a member of the executive committee of the American Invalids' Aid Association, of Boston, Mass. Mr. Patrick's energy has been untiring, and, it is to be hoped, will carry the school forward to success.

The school is intended for young people whose health is such that they cannot endure the cold winters of our northern latitude. It will take these children, put them under competent instructors, and give them their education at the same that the "singing pines" are giving them their health. Pinebluff is seventy-five miles south of Raleigh, N. C., 120 miles from the sea, and 600 feet above sea level. It is one of the most healthful spots in the country, and is especially adapted for people with pulmonary troubles. The winter temperature averages 40 degrees, and the atmosphere is very dry.

Bristol, N. H.—The fourth annual session of the New Hampshire Association of Academy Teachers voted to institute a search for facts pertaining to the early history of all New Hampshire academies, with a view to preserving the same in permanent form.

The American Library Association will hold its annual meeting at Lakewood-on-Chautauqua, N. Y., the week beginning July 4. The program will be limited to two subjects—training for librarianship and home education.

Boulder, Col.—The Texas-Colorado Chautauqua is to be established at Boulder, the home of the state university. This year's session is from July 4 to Aug. 15. Courses will be offered in pedagogy, psychology, child study, methods, and primary work, and it is expected that a membership of 5,000 will be enrolled.

#### N. E. A. Note.

The hotel and public comfort committee of the N. E. A. has completed its preliminary work. Twenty states have established headquarters in six hotels. For those who do not live at their state headquarters, hotels, or at the homes of Washington friends, but who wish good private boarding-houses, the committee is listing boarding places at rates varying from \$1.00 to \$2.00 per day. Accommodations, with full particulars as to size of party, names, rate, number in room, and the like, should be secured in advance, if possible. Arrangements will be made to meet large delegations at their trains, so as to facilitate assignments of places.



## Chicago and Suburban Associations.

An effort has been made to give in the following directory the names of all educational associations in the district in and around Chicago. Readers knowing of any association omitted from this list, are requested to notify the editor, giving name, officers, and number of members. If there has been a change of officers, readers will kindly notify the editor:

Chicago Institute of Instruction.—President, W. E. Watt, Graham school; secretary, O. F. Milliken, Fallon school. Regular meeting on the third Saturday of each month in Handel hall.

The Committee of Sixty.—President, Wilbur S. Jackman, Chicago normal school; secretary, Mrs. M. L. T. Baker, Agassiz school. Regular meeting on the fourth Saturday of each month, in the board of education rooms, Schiller building.

Cook County Teachers' Association.—President, J. E. Lemmon, Blue Island; secretary, Miss Helen T. Pierce, River Forest, the Woman's Temple.

Chicago Teachers' Club.—President, Jennie Goldman; secretary, Mary E. Marshall. Meets the second Saturday of each school month in room 412, Masonic Temple.

Chicago Principals' Association.—President, A. G. Lane, superintendent of city schools; secretary, Ella C. Sullivan (principal Goethe school). Regular meeting, first Saturday of each school month, 10:30 A. M., at Schiller theater.

George Howland Club.—President and secretary, Charles S. Bartholl, Burr school. Regular meeting, first Saturday of each school month, 1 P. M., at Palmer house.

Ella F. Young Club.—President, Harriet N. Winchel (principal Tilden school); secretary, Cora E. Lewis (principal Belle Plain school). Regular meeting, first Saturday of each school month, 12:30 o'clock, at Kinsley's.

Chicago Teachers' Federation.—President, Miss Elizabeth K. Burdick; secretary, Miss Elizabeth Frazier, Harrison school. Regular meeting, fourth Saturday of each school month, 10:30 A. M., Handel hall.

Chicago and Cook County High School Association.—General meeting of the association in Orpheus hall, at 10:30 A. M., on Saturdays, Nov. 13, Jan. 15, March 19, May 14. Section meetings in the board room of the board of education, Thursdays, at 3:15 P. M.

Pres. A. F. Nightingale, assistant superintendent of Chicago high schools, has appointed the following section and sub-section committees for the school year 1897-98:

Foreign languages: Spencer R. Smith, chairman; Josephine Mack, secretary; John P. Heminger. Meetings May 5, Oct. 6, 1898.

History and literature: Lucy L. Wilson, chairman; Florence Wilkinson, secretary; Ellen W. Dennis. Meetings May 12, Oct. 13, 1898.

Sciences: Fred R. Nichols, chairman; Fred C. Lucas, secretary; Douglas C. Ridgley. Meetings May 19, Oct. 20, 1898. Mathematics and civics: Edward F. Hall, chairman; C. A. Patterson, secretary; S. V. Robbins. Meetings May 26, Oct. 27, 1898.

Sub-section meetings in one of the committee rooms of the board of education, Tuesdays and Thursdays, 3:15 P. M.

Latin and Greek: Spencer R. Smith, chairman; Ada C. Zarbell, secretary; Alma S. Fick. Meetings Nov. 4, Jan. 6, March 3.

French: Josephine Mack, chairman; Mary S. Fay, secretary; Mary B. Philips.

German: J. P. Heminger, chairman; Clementine Faber, secretary; Minna Kambl. Meetings Nov. 18, Jan. 20, March 17.

History: Lucy L. Wilson, chairman; Lillian Thompson, secretary; Frances L. Potter. Meetings Dec. 2, Jan. 27, March 24.

English: Ellen W. Dennis, chairman; Florence Wilkinson, secretary; Alice F. Osgood. Meetings Dec. 9, Feb. 3, March 31.

Mathematics: S. V. Robbins, chairman; Mary Zimmerman, secretary; C. A. Patterson. Meetings Dec. 16, Feb. 10, April 7.

Civics and political economy: Edward E. Hall, chairman; Robert E. Cutter, secretary; Edward Palmer. Meetings Nov. 2, Jan. 11, March 8.

Physics: Fred R. Nichols, chairman; George L. Voorhees, secretary; Benjamin F. Ellis. Meetings Nov. 9, Jan. 18, March 15.

Biology: Fred C. Lucas, chairman; Edwin E. Hand, secretary; Fred B. Maxwell. Meetings Nov. 16, Jan. 25, March 22.

Physical geography: Douglas R. Ridgley, chairman; Louella Chapin, secretary; Ralph E. Blount. Meetings Nov. 23, Feb. 1, March 29.

Geology and astronomy: James R. Dewey, chairman; Mabel Sykes, secretary; Charles S. Peet. Meetings Dec. 7, Feb. 8, April 5.

Drawing: Rosemary MacGinnis, chairman; Mary E.

Younglove, secretary; J. B. Dibelka. Meetings Dec. 14, Feb. 15, April 12.

Music: Gabriel Katzenberger, William Apmadoc, Henry W. Fairbanks, Pedagogical Club, University of Chicago, Dr. John Dewey, Primary Teachers' Union.

Chicago Kindergarten Club.—President, Miss Mary J. Miller; secretary, Miss Carlotta Steiner.

Lake Forest College Alumni Association.—President, H. H. Clark; secretary, Mary Allen Davies.

### Special Train to Rochester.

A special train will leave over the New York, Ontario, and Western railroad from foot West Forty-second street at 7:55 A. M., Tuesday, July 5. This train will carry the teachers along the Hudson to Cornwall, then over the hills and valleys of Orange and Sullivan counties. They have a view of Lake Ontario, and will land in Rochester at or before 7 P. M., in time to dine and prepare for the evening session of the association. The New York teachers are to board at the Hotel Livingston, and will leave Rochester on the return trip, at 8:50 A. M., Friday, July 8. Luncheon will be served on the train going to Rochester, and luncheon and dinner will be provided on the return trip. All of this for \$15.00; parlor car \$1.50 additional each way.

Teachers who desire to go to Washington from Rochester can leave on through train at 6:05 P. M., arrive in Washington 7:40 next morning; sleeping cars on this train. Or, they may leave at 10:10 A. M., change in Union depot at Baltimore, and arrive in Washington 10:55 P. M.

### Important Educational Meetings.

June 7.—Wisconsin State Semi-Centennial Celebration at Madison. Educational meeting at 9 A. M. in the Senate Chamber.

June 15-18.—North Carolina State Teachers' Association, at Asheville. Supt. Alexander Craham, Charlotte, Pres.; W. T. Whitsett, Sec. and Treas.

June 15-18.—North Carolina Colored Teachers' Association, at Greensboro.

June 28-30. Trans-Mississippi Educational Convention at Omaha, Neb.

June 22-24.—South Central Missouri Teachers' Association, at Lebanon.

June 27-29.—University Convocation of the State of New York, Albany.

June 27-30.—Washington State Teachers' Association, at Tacoma.

June 28-30.—Illinois State Teachers' Association, at Belleville.

June 28-July 1.—Texas State Teachers' Association, at Galveston. Supt. Cousins, Mexia, Pres.; Prin. Luke Roberts, Fort Worth, Sec.

June 29-July 1.—Ohio State Teachers' Association, at Put in Bay.

June 29-July 2.—Georgia State Teachers' Association, at Cumberland Island, Dr. P. D. Pollock, of Mercer university, Pres. Mrs. M. A. Lipscomb, Sec'y.

June 27-29.—Alabama Educational Association at Tuscaloosa. J. B. Cunningham, Birmingham, president.

June 29-July 1.—Arkansas State Teachers' Association, at Little Rock.

June 29-July 1.—West Virginia State Teachers' Association, at Wheeling.

July 1-5.—South Carolina State Teachers' Association, at Lithia Springs.

July 6-8. American Institute of Instruction at North Conway, N. H. George E. Church, Providence, R. I., president.

July 7-12, 1898. Meeting of the National Educational Association, at Washington, D. C., Supt. James Greenwood, Kansas City, Mo., president; Irwin Shepard, Winona, Minn., secretary.

July 5-8.—Pennsylvania State Teachers' Association, at Bellefonte. Dr. M. G. Brumbaugh, University of Pennsylvania, president; J. P. McCaskey, Lancaster, secretary.

July 6-9.—National German American Teachers' Association meets at Cincinnati, Ohio. G. Muller, Cincinnati, president; Louis Hahn, Cincinnati, treasurer; Albert I. Mayer, Cincinnati, I. secretary; Miss Anna Constantini, New York, II. secretary.

July 5-7.—New York State Teachers' Association, at Rochester

July 8-9.—Louisiana State Teachers' Association, at Ruston.

July 9-21.—Tennessee State Teachers' Association, at Lookout Mountain. R. L. McDonnold, secretary.

July 27-30.—Oregon Summer State Teachers' Association at Newport.

August 22-27.—American Association for the Advancement of Science, at Boston. F. W. Putnam, Harvard university, secretary.



## ITEMS OF INTEREST REGARDING

# National Educational Association

## Annual Convention.

AT WASHINGTON, D. C., JULY 7th to 12th, 1898.

Rate, \$6.50 for the Round Trip, plus \$2.00 Initiation Fee.

INCOMPARABLE EXPRESS SERVICE OF THE PENNSYLVANIA RAILROAD BETWEEN NEW YORK AND WASHINGTON

Dist.		SOUTHWARD.	WEEK-DAYS										
			45	35	49	51	67	55	57	59	63	65	41
		Lv. New York (West 23d St. St'n)	A.M. 7 50	A.M. 8 20	A.M. 9 20	A.M. 9 50	A.M. 10 50	P.M. 12 50	P.M. 1 50	P.M. 3 20	P.M. 4 20	P.M. 4 50	A.M. 12 05
		" " (Desb. and Cortlandt Sts.)	8 00	8 30	9 30	10 10	11 00	1 00	2 10	3 30	4 30	5 00	12 15
	1.0	" Brooklyn	7 53	8 17	9 10	9 57	10 46	12 29	1 46	3 03	4 16	4 38	11 08
	1.0	" Jersey City	8 13	8 44	9 44	10 24	11 13	1 13	2 23	3 44	4 44	5 13	12 30
	228.2	Ar. Washington (St'n 6th & B Sts.)	1 42	3 10	3 30	3 58	4 10	6 18	8 15	8 35	10 20	10 55	7 40
			P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.

Dist.		SOUTHWARD	SUNDAYS							
			23	41	47	35	51	59	63	65
		Lv. New York (West 23d St. St'n)	P.M. 8 50	A.M. 12 05	A.M. 8 20	A.M. 9 20	A.M. 10 50	P.M. 3 20	P.M. 4 20	A.M. 4 50
		" " (Desb. and Cortlandt Sts.)	9 00	12 15	8 30	9 30	11 00	3 30	4 30	5 00
	1.0	" Brooklyn	8 45	11 08	8 17	9 10	10 46	3 03	4 16	4 38
	1.0	" Jersey City	9 15	12 30	8 44	9 44	11 13	3 44	4 44	5 13
	228.2	Ar. Washington (St'n 6th & B Sts.)	4 05	7 40	3 10	3 30	4 10	6 35	10 20	10 55
			A.M.	A.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.

Dist.		NORTHWARD	WEEK-DAYS												
			56	56	32	44	46	50	36	58	60	62	64	66	78
		Lv. Washington (Station 6th & B Sts.)	A.M. 7 00	A.M. 7 00	A.M. 8 00	A.M. 9 00	A.M. 10 00	A.M. 11 00	P.M. 12 45	P.M. 3 15	P.M. 4 00	P.M. 4 20	P.M. 6 50	P.M. 10 00	P.M. 11 50
	41.8	" Baltimore (Union Station)	8 04	8 03	9 05	10 08	10 55	12 05	1 46	4 20	4 57	5 28	7 53	11 35	1 08
	227.2	Ar. Jersey City	12 31	12 31	1 51	2 49	3 51	4 49	6 11	9 17	8 55	9 50	12 23	6 10	6 42
	228.3	" New York (Desbrosses and Cortlandt Sts.)	12 43	12 43	2 03	3 03	3 53	4 53	6 23	9 30	9 08	10 02	12 33	6 23	6 51
		" " (West 23d Street Station)	1 05	1 05	2 15	3 15	3 15	5 05	6 45	9 45	9 20	10 15	12 50	6 35	7 05
	....	" Brooklyn	12 15	12 15	2 13	3 23	3 23	5 02	6 35	9 52	9 35	10 20	12 50	6 40	7 06
			P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	A.M.

Dist.		NORTHWARD	SUNDAYS											
			56	56	32	44	50	6	58	60	62	64	66	78
		Lv. Washington (Station 6th & B Sts.)	A.M. 7 00	A.M. 7 00	A.M. 8 00	A.M. 9 00	A.M. 11 00	12 15	3 15	4 00	4 20	6 50	10 00	11 50
	41.8	" Baltimore (Union Station)	8 08	8 03	9 05	10 08	12 05	1 20	4 20	4 57	5 28	7 53	11 35	1 08
	227.2	Ar. Jersey City	12 31	12 31	1 51	2 49	4 40	6 11	9 17	8 55	9 50	12 23	6 10	6 42
	228.2	" New York (Desbrosses and Cortlandt Sts.)	12 43	12 43	2 03	3 03	4 53	6 23	9 30	9 08	10 02	12 33	6 23	6 51
		" " (West 23d Street Station)	1 05	1 05	2 15	3 15	5 05	6 45	9 45	9 20	10 15	12 50	6 35	7 05
		" Brooklyn	12 54	12 54	2 13	3 23	5 02	6 35	9 52	9 35	10 20	12 50	6 40	7 06
			P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	A.M.

## A SPECIAL TRAIN.

In addition to the above incomparable daily service of Fast Express Trains between New York and Washington, there will be a NATIONAL EDUCATIONAL ASSOCIATION SPECIAL leave New York, Thursday, July 7th, at 8.30 A.M., from West 23d Street, 8.30 A.M., from Desbrosses and Cortlandt Streets, 8.17 A.M., from Brooklyn, via annex, foot of Fulton Street, and 8.44 A.M. from Jersey City; arriving at Philadelphia 11.23 A.M., whence after visiting the U. S. Mint, Liberty Hall, Carpenters' Hall, and Benjamin Franklin's Tomb, the party will leave Broad Street Station at 1.12 P.M. and arrive at Washington 4.10 P.M.

## HOTEL LIST.

Applications for accommodations should be addressed to Mr. Raymond A. Pearson, Chairman of the Hotel and Public Comfort Committee, Board of Trade Rooms, Washington, D.C. Such applications should state as clearly as possible the number of rooms desired, approximate price, time of arrival, length of stay, whether one or more will occupy the same room, and any other information that will be of use in making selections. (Rates in parenthesis refer to one person in a room.)

American Plan—Per Day.		European Plan—Per Day		American Plan—Per Day.		European Plan—Per Day	
The Arlington	\$3 50 [Official Headquarters.]			The Raleigh			
Riggs Hotel	{ 2 50 to \$3 50			The National	{ 2 50 to 3 50		
Ebbitt House	{ (3 00) to (4 00)			St. James Hotel	{ (3 00) to (4 00)		
Hotel Normandie	2 50 to 3 00			The Regent		75 to 1 50	
The Shoreham	3 50 (4 00) \$1 50 (\$2 00)			La Petra's	1 50	75	
The Hamilton	2 00 to 2 50			The Oxford	2 00		
Hotel Wellington	2 50	1 00 upward		The Colonial	{ 1 50		
The Cochran	3 00 (3 50) 1 00 (1 50)			Hotel Vendome	{ (2 00) to (2 50)		
The Elsmere	{ 1 50 2 00			The Fredonia	2 00 to 2 50 1 00 upward		
The Metropolitan	{ (2 50)			The Clarendon	1 50 (2 00) 1 00		
Congressional Hotel	2 50			The Richmond	1 50 (2 00) 1 00		
The Grafton	{ 2 00			The Baltic	3 00 (3 50) 1 25 (1 50)		
	{ (2 50) to (3 50) 1 00			The Buckingham	3 00 upward 1 00 upward		
	2 00			The Lincoln	1 50 upward 1 00 upward		
					1 50 to 2 00		

In addition, a large number of good boarding houses offer rates from 75 cents to \$1.50 per day for rooms only, and \$1.25 to \$2.00 per day for rooms and board.

## SIDE-TRIPS FROM WASHINGTON ACCOUNT N. E. A. CONVENTION.

Round-Trip Tickets, to be on sale July 9th to 16th, good returning within ten days after date of issue, except when otherwise noted below.

To Fredericksburg, Va.	- - - - -	\$2.25	To Old Point Comfort (going rail, returning steamer)	- - - - -	\$3.55
" Richmond, Va.	- - - - -	4.00	" Old Point Comfort (via Baltimore & Bay Line)	- - - - -	4.00
" Petersburg, Va.	- - - - -	5.00	" Old Point Comfort (via Baltimore and Chesapeake Line)	- - - - -	4.00
" Norfolk, Va. (all rail)	- - - - -	6.00	" Gettysburg, Pa. (good returning until July 31st)	- - - - -	3.35
" Norfolk, Va. (via Baltimore and Bay Line)	- - - - -	4.00	" Ocean City, Md. (via Baltimore and B. C. & A. R. R.)	- - - - -	4.00
" Norfolk, Va. (via Baltimore and Chesapeake Line)	- - - - -	4.00	" Baltimore, good on day of issue only	- - - - -	1.25
" Old Point Comfort (all rail)	- - - - -	6.00			

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RETURNING

Leaves New York (Grand Central Station) 1.00 P.M., New Haven 2.33 P.M., Middletown 3.13 P.M., Willimantic 4.07 P.M.

DUE BOSTON 6.00 P.M.

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RETURNING

Steamer leaves Pier 40, North River, New York, 6.00 P.M., connecting at New London with Express train, leaving at 5.35 A.M., due Kneeland St. Station, Boston, 10.00 A.M.

STATEROOMS - - \$1, \$1.50, \$2 Each

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Kneeland Street Station, Boston.

Pier 40, North River, New York.

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## CLUB MEN ON A TRAIN.

Several members of a New York Club, describing a recent trip to Chicago on one of the New York Central's twenty-four hour trains, expresses the opinion that this service furnished all the accommodations of a first-class club, with the added advantage of the finest landscapes in the country, and an opportunity for the practical study of history and geography that is unsurpassed.

A copy of "America's Great Resorts," will be sent free, on receipt of a two-cent stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

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Second—The Mohawk Valley, which for more than two hundred years has been celebrated in song and story for its exquisite beauty.

A copy of 48-page folder on the Adirondack Mountain Region, with complete map in colors, will be sent free, postpaid, on receipt of a two-cent stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

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(JULY, 1898), VIA

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## Books Under Way.

(Under this head will appear advance announcements of forthcoming text-books.)

## D. C. Heath &amp; Co.

"The Sir Roger de Coverley Papers from the Spectator." Edited by Prof. William H. Hudson, of the Leland Stanford university. In Heath's English Classic series.

"Observation Blanks for Beginners in Mineralogy." By Herbert E. Austin, instructor in science in the Maryland State normal school.

"Rhetoric and Oratory." A manual for junior classes. By J. F. X. O'Connor, S.J., professor of rhetoric in the junior class in the College of St. Francis Xavier, New York city.

"Introduction to the Study of English Fiction." Briefer edition. By W. E. Simonds, professor of English literature in Knox college.

"The State, or Elements of Historical and Practical Politics." New edition. Entirely re-written. By Woodrow Wilson, professor of jurisprudence in the University of Princeton and author of "Congressional Government."

"Fridtjof Nansen." Written for the use of youth in schools. By Jacob V. Bull. Translated from the Norwegian, by Mordaunt R. Barnard and Dr. P. Groth, with many illustrations.

"Glimpses of Nature for Little Folks." A supplementary reader for the first and second years in school. By Katherine Griel. Fully illustrated, with many of the pictures in colors.

## University Publishing Co.

Browne & Halderman's "Clarendon Dictionary." New edition. List price, 45 cents.

Gildersleeve's "Latin Grammar." School edition.

## STANDARD LITERATURE SERIES.

No. 33, Kingsley's "Westward Ho." (Double number.) Paper binding, 20 cents; cloth binding, 30 cents.

## D. Appleton &amp; Co.

"Historic Boston and Its Suburbs." By Edward Everett Hale.

"The Earth and Sky." By Dr. Edward S. Holden.

"The Sun and His Family." By Dr. Edward S. Holden.

"Some Great Astronomers." By Dr. Edward S. Holden.

"About the Weather." By M. W. Harrington.

"The Insect World." By C. M. Weed.

## The Morse Co.

"Around the World." Geographical series, Book II. By S. W. Carroll, and C. F. Carroll, superintendent, Worcester, Mass.

"Colonies, Historical Series, Book II." By Samuel T. Dutton, superintendent, Brookline, Mass.

"German Reader, Primer, and First Reader." By J. P. Loesberg, edited by C. F. Kolbe.

"Revival of English Poetry in the Nineteenth Century," with introduction. By Elinor M. Buckingham.

## Ginn &amp; Co.

Dryden, "Palamon and Arcite." Edited by George Eliot.

"Select Poems of Shelley." Edited by W. J. Alexander.

"Biological Lectures, 1896, 1897." Selection from Landor. Edited by W. B. S. Clymer.

Coleridge's "The Rime of the Ancient Mariner." Edited by Lincoln R. Gibbs.

"The Alcestis of Euripides." Edited by Herman W. Hayley.

"The Mason School Music Course." Book II.

"Advanced Arithmetic." By G. A. Wentworth.

"A Text-Book of Physics." By G. A. Wentworth and G. A. Hill.

"New School Algebra." By G. A. Wentworth.

"Edmund Burke's Letter to a Noble Lord." Edited by Albert H. Smyth.

## Silver, Burdett &amp; Co.

"Poetry of the Seasons," a nature reader for grammar grades. By Mary I. Lovejoy, author of "Nature in Verse."

"Foundation Studies in Literature." A handbook for teachers. By Margaret S. Mooney.

"Practical Tests in Commercial and Higher Arithmetic." By Prof Ernest L. Thurston.

## Harper &amp; Brothers.

"Latin Literature of the Empire." Edited by Alfred Gudeman. Prose selections.

## Thompson, Brown &amp; Co.

"Nichols' Graded Lessons in Arithmetic." Grades five and six, 25 cents.

## A. S. Barnes &amp; Co.

Baskerville & Harrison "Anglo-Saxon Reader." An Anglo-Saxon reader for beginners, with grammar and glossary. By Prof. James A. Harrison, of University of Virginia, and W. M. Baskerville, of Vanderbilt.

"The Later English Drama." By Calvin S. Brown.

Six representative plays which still retain a place on the stage with notes:

1. "She Stoops to Conquer," Goldsmith.
2. "The Rivals," Sheridan.
3. "The School for Scandal," Sheridan.
4. "Virginia," Knowles.
5. "The Lady of Lyons," Bulwer Lytton.
6. "Richlieu," Bulwer Lytton.

## W. R. Jenkins.

No. 2, "Bibliothèque Choisis Pour la Jeunesse."  
"Julien's Peu de Tout."

## Sheldon &amp; Co.

"Choice Literature in Five Books." Edited by Supt. Sherman Williams, of Glens Falls, N. Y.

## The Macmillan Co.

"Topics on Greek and Roman History." By A. L. Goodrich, principal of the Free academy, Utica, N. Y., formerly principal of the high school, Salem.

"A Handbook of Nature Study." By D. Lange, of the Central high school, St. Paul, Minn.

"Studies in American Literature." By Charles O. Noble, professor of the English language and rhetoric, Iowa college, Grinnell, Iowa. Cloth, medium 8vo.

"Nature Study in the Elementary Schools. II. A Reader. Myths, Stories, and Poems." By L. L. W. Wilson, Ph.D., Philadelphia normal school, with four colored plates and many other illustrations.

"Primary School Arithmetic." By J. A. McLellan and A. F. Ames.

## The Spanish-American War.

## The Expedition to the Philippines.

The cruiser Charleston, loaded down with arms, ammunition, and supplies for Admiral Dewey, at Manila, has now probably reached Honolulu, on its way to the Philippine islands. One transport, with 2,500 troops aboard, has sailed, and others will sail shortly until the effective force to be commanded by Gen. Merritt, the military governor of the Philippines, will reach 20,000. Gen. Merritt will have nearly absolute power as governor of the new possessions. The second expedition will probably leave the latter part of this week, and the third, under the command of Gen. Merritt himself, will probably not go in several weeks, as much work is to be done in organizing the troops and getting necessary transports. Dewey is said to hold the city of Manila securely in his grasp; it is either slow starvation or surrender for the Spaniards there.

## Spain's Financial Condition.

The deplorable condition of Spain's finances is shown by the fact that the Bank of Spain has only \$20,000,000 in silver, and no gold at all, with which to meet \$200,000,000 in notes. These notes are rejected, even at the tobacco stalls and by the small dealers. The attempt to stay the catastrophe by prohibiting the export of silver coin has had little effect. The folly of her continuing the war with the United States, whose notes are worth one hundred cents in gold, and whose four per cent bonds sell for 121 $\frac{3}{4}$  and 122 $\frac{1}{2}$ , is thus seen.

## The Spanish Fleet in a Trap.

After two weeks of uncertainty as to the location of the Spanish fleet that left the Cape Verde islands about a month ago, it has at last been located in Santiago harbor. It evidently went in there to coal, as a merchant vessel, loaded with coal, intended for this fleet, was caught outside of the harbor, and the cargo confiscated. Commodore Schley, with a fleet of fighting ships, is lying off the harbor entrance, to prevent the escape of the Spanish ships. As the entrance to this harbor is very narrow, it would not be safe for the American vessels to enter; especially as they would be subjected to a heavy fire from the land batteries. They will wait there, to keep the enemy penned in, while a land force attacks the town from the land side. With Santiago in our possession, the Spanish rule in eastern Cuba will be ended, and a small American force in the healthy mountain district of the interior, could hold the advantage gained.



# Summer Travel Guide

## GENERAL EDUCATIONAL TRAVEL.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation of two months duration in traveling. Last summer it centered at Milwaukee, Wis., because of the meeting of the NATIONAL EDUCATIONAL ASSOCIATION. The

## NATIONAL EDUCATIONAL ASSOCIATION

meets this year at Washington, D. C., July 7 to 12. It will draw together teachers from all parts of the United States. A One Fare Round Trip Rate made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there.

**The Martha's Vineyard Summer School**, at its beautiful seaside resort will be a delightful place to visit. Begins July 12, five weeks.

**Chautauqua** has a thousand attractions. Its special course for teachers is becoming very popular.

**The Various Summer Schools** for teachers will be largely patronized. See special list in *THE JOURNAL*.

**The American Institute of Instruction** meets at North Conway, N. H., July 5 to 8.

The above are only a few of the numerous points that will attract the readers of *THE SCHOOL JOURNAL*. Any Special Information as to dates will be found by consulting this supplement or by writing direct to the managers, or to the editors. Enclose stamp for reply.

**The New York, Pennsylvania, and other State Teachers' Associations** held in the summer bring together a large representation. In addition to these there are held nearly 3000 County Teachers' Institutes, making necessary a very large amount of traveling on the part of teachers.

**European Tours.** An increasing number of teachers visit Europe each year.

**Summer Homes** in the Catskills, Adirondacks, Maine Coast or other seashore places are great favorites with the teachers.

## Summer Schools.

**MASSACHUSETTS.**—Sauveur Summer School of Languages at Amherst College, Amherst, Mass., July 6 to Aug. 14. Dr. L. Sauveur, 4613 Ellis avenue, Chicago, Ill.

**Martha's Vineyard Summer Institute**, at Cottage City, Mass. Begins July 12. Address W. A. Mowry, President, Hyde Park, Mass.

**The New School of Methods** for 1898. Two sessions, east and west. Eastern school at Hingham, Mass., July 18-30. Address American Book Company, or C. C. Birchard, manager of New School of Methods, Washington square, New York.

**The H. E. Holt Normal Institute of Vocal Harmony.** Address H. E. Holt, Lexington, Mass.

**School of Expression**, Boston, Mass., in August. Address School of Expression, 458 Boylston street, Boston.

**Clark University Summer School.** Worcester, Mass., July 13-27. Address Louis M. Wilson, Clerk, Worcester.

**Massachusetts Institute of Technology**, Summer Courses during June and July. H. W. Tyler, Sec'y, 491 Boylston St., Boston.

**Harvard University Summer School.** July 5 to August 13. Address M. Chamberlain, 16 University Hall, Cambridge, Mass.

**The American Institute of Normal Methods.** Eastern school at Auburndale, Mass., July 12 to 29. Frank D. Beattys, Sec'y, 29-33 East Nineteenth St., New York.

**Summer Session of the American Music Training School** at Marblehead, Mass., July 12 to 29. King-Richardson Publishing Company, Proprietors, Springfield, Mass.

**Laurel Park Summer Institute** at Northampton, June 27-July 2.

**NEW YORK.**—New York University. Summer Courses, July 5-August 13. Address Charles B. Bliss, University Heights, New York city.

**Summer School of Cornell University**, July 5-August 13. Address A. F. Weber, Secretary, Ithaca, N. Y.

**New York State Summer Institutes**, at Thousand Island Park, Greenport, and Ithaca, July 11 to 29.

**Summer School of Sociology** at Syracuse University. June 27 to July 9. Address J. H. Hamilton, 306 Waverly Place, Syracuse, N. Y.

**Chautauqua Summer School.** Address W. A. Duncan, Sec'y, Chautauqua, N. Y.

**PENNSYLVANIA.**—Pennsylvania Summer School at Huntingdon, July 11 to 29. Miss Amanda Landes, Millersville, Pa., Sec'y.

**ILLINOIS.**—New School of Methods for 1898. Western school at Chicago, August 1-13. Address American Book Company, or C. C. Birchard, manager of the New York School of Methods, Washington square, New York.

**Cook County Normal Summer School.** Three weeks, beginning July 5. Address W. S. Jackman, 6916 Perry avenue, Chicago.

**The summer quarter of the University of Chicago** will begin July 1. Address the Examiner, University of Chicago, Chicago, Ill.

**The American Institute of Normal Methods.** Western School at Highland Park, Ill. July 19 to August 5. O. S. Cook, Sec'y, 262-264 Wabash Ave., Chicago.

**OHIO.**—Summer Normal at Cortland, Ohio. Six weeks. Address L. E. York, Clark University, Worcester, Mass.

**Ohio State University Summer School** and **Summer Library School**, June 20 to July 30. Address Executive Office, Ohio State University, Columbus.

**Wooster University Summer School**, June 20 to August 12. J. H. Dickason or Nelson Saurain, Principals, Wooster, Ohio.

**The Mecca Summer School of the National Normal University**, Lebanon, Ohio. Address C. K. Hamilton, Sec'y, Lebanon.

**Columbus Summer School** begins June 20. Address Abram Brown, Columbus.

**Summer School of Union College Alliance.** Begins May 17.

**IOWA.**—Summer Latin School of Drake University. June 20 to August 19. Address Chas. O. Denny, Principal, Des Moines, Iowa.

**Summer School of Mathematics**, June 6 to July 2. Address W. A. Crusinberry, Drake University, Des Moines, Iowa.

**MICHIGAN.**—Michigan State Normal School. Summer session, June 27-August 5. Address Pres. Richard G. Boone, Ypsilanti, Mich.

**University of Michigan Summer School.** July 6 to August 17. Address E. A. Lyman, 325 East Liberty St., Ann Arbor, Mich.

**Summer Normal School** at Petoskey, Mich. June 1 to October 1. M. O. Graves, Principal, Petoskey.

**Benton Harbor College Summer School.** June 13 to August 5. G. J. Edgecombe, Principal.

**Summer Term of Kindergarten Training School** at Grand Rapids, Mich. July and August. Address Clara Wheeler, Secretary, 117 Barclay St., Grand Rapids.

**Michigan Agricultural College, Teachers' Institute and Summer School**, July 11 to August 5. Pres. J. L. Snyder, Agricultural College, Mich.

**Summer Session of Ferris Industrial School** at Big Rapids. Begins May 23. Address W. N. Ferris.

**TENNESSEE.**—School of Expression. Summer Terms: Mont-eagle, Cumberland Mountain. Term in July. Address School of Expression, 458 Boylston Street, Boston.

**NORTH CAROLINA.**—Summer Term of the Slater Industrial and State Normal School, Winston, N. C. June 22-July 8. Address Prof. Thos. R. Debnam, Sec'y of the Faculty.

**Asheville Summer School and Conservatory.** July 7 to August 17. Archibald Jones, Prest.

**Summer School of the University of North Carolina.** Four weeks, begins June 21. M. C. S. Nolle, Supt., Chapel Hill, N. C.

**COLORADO.**—Summer School under the auspices of the Denver Normal and Preparatory School at Denver, Colo. Five weeks, beginning June 13. Address Fred. Dick, Denver.

**WISCONSIN.**—Summer School for Physical Training, under the auspices of the North American Gymnastic Union, at the Normal School of Gymnastics, Milwaukee, Wis. July 5 to August 13. Address Wm. A. Stecher, 214 Chestnut street, St. Louis, Mo. Sec'y.

**Milwaukee Summer School of Pedagogy.** Opens July 5 and continues four weeks. Address Elvora Cuddeback Fulcomer, State Normal School, Milwaukee, Wis.

**Evansville Summer School.** Five weeks, beginning July 11. Address Supt. Wm. M. Ross, Footville.

**TEXAS.**—Summer School of University of Texas. Begins June 6. Address J. H. Lomax, Austin.

**CANADA.**—Summer School of Science for the Atlantic Provinces of Canada. July 7 to 22. Address J. D. Seaman, Charlottetown, P. E. I., Sec'y.

**MINNESOTA.**—Summer School of the University of Minnesota at Minneapolis. August 1 to 26. Address M. E. B. Johnson, Registrar, State University.

**OREGON.**—Summer Educational Association at Newport. Four weeks, beginning July 30. Address G. M. Irwin, state Supt. Public Instruction, Salem.

**NEBRASKA.**—Summer School of Methos, Omaha, June 20-28. Address Miss Myra La Rue, 306 City Hall, Omaha.

## Rochester and Washington.

A special train will leave over the New York, Ontario, and Western railroad from foot West Forty-second street at 7:55 A. M., Tuesday, July 5. This train will carry the teachers along the Hudson to Cornwall, then over the hills and valleys of Orange and Sullivan counties. They have a view of Lake Ontario, and will land in Rochester at or before 7 P. M., in time to dine and prepare for the evening session of the association. The New York teachers are to board at the Hotel Livingston, and will leave Rochester on the return trip at 8:50 A. M., Friday, July 8. Luncheon will be served on the train going to Rochester, and luncheon and dinner will be provided on the return trip. All of this for \$15.00; parlor car \$1.50 additional each way.

Teachers who desire to go to Washington from Rochester can leave on through train at 6:05 P. M., arrive in Washington 7:40 next morning; sleeping cars on this train. Or, they may leave at 10:10 A. M., change in Union depot at Baltimore, and arrive in Washington 10:55 P. M.

## Chicago and Suburban Associations.

An effort has been made to give in the following directory the names of all educational associations in the district in and around Chicago. Readers knowing of any association omitted from this list, are requested to notify the editor, giving name, officers, and number of members. If there has been a change of officers, readers will kindly notify the editor:

Chicago Institute of Instruction.—President, W. E. Watt, Graham school; secretary, O. F. Milliken, Fallon school. Regular meeting on the third Saturday of each month in Handel hall.

The Committee of Sixty.—President, Wilbur S. Jackman, Chicago normal school; secretary, Mrs. M. L. T. Baker, Agassiz school. Regular meeting on the fourth Saturday of each month, in the board of education rooms, Schiller building.

Cook County Teachers' Association.—President, J. E. Lemon, Blue Island; secretary, Miss Helen T. Pierce, River Forest, the Woman's Temple.

Chicago Teachers' Club.—President, Jennie Goldman; secretary, Mary E. Marshall. Meets the second Saturday of each school month in room 412, Masonic Temple.

Chicago Principals' Association.—President, A. G. Lane, superintendent of city schools; secretary, Ella C. Sullivan (principal Goethe school). Regular meeting, first Saturday of each school month, 10:30 A. M., at Schiller theater.

George Howland Club.—President and secretary, Charles S. Bartholf, Burr school. Regular meeting, first Saturday of each school month, 1 P. M., at Palmer house.

Ella F. Young Club.—President, Harriet N. Winchel (principal Tilden school); secretary, Cora E. Lewis (principal Belle Plain school). Regular meeting, first Saturday of each school month, 12:30 o'clock, at Kinsley's.

Chicago Teachers' Federation.—President, Miss Elizabeth K. Burdick; secretary, Miss Elizabeth Frazier, Harrison school. Regular meeting, fourth Saturday of each school month, 10:30 A. M., Handel hall.

Chicago and Cook County High School Association.—General meeting of the association in Orpheus hall, at 10:30 A. M., on Saturdays, Nov. 13, Jan. 15, March 19, May 14. Section meetings in the board room of the board of education, Thursdays, at 3:15 P. M.

## Important Educational Meetings.

June 28-30 Trans-Mississippi Educational Convention at Omaha, Neb.



Supt. Carroll G. Pearse, Omaha, Neb.

June 22-24.—South Central Missouri Teachers' Association, at Lebanon.

June 27-29.—University Convocation of the State of New York, Albany.

June 27-30.—Washington State Teachers' Association, at Tacoma.

June 28-30.—Illinois State Teachers' Association, at Belleville.

June 28-July 1.—Texas State Teachers' Association, at Galveston. Supt. Cousins, Mexia, Pres.; Prin. Luke Roberts, Fort Worth, Sec.

June 29-July 1.—Ohio State Teachers' Association, at Put-in-Bay.

June 29-July 2.—Georgia State Teachers' Association, at Cumberland Island, Dr. P. D. Pollock, of Mercer university, Pres. Mrs. M. A. Lipscomb, Sec'y.

June 27-29.—Alabama Educational Association at Tuscaloosa, J. B. Cunningham, Birmingham, president.

June 29-July 1.—Arkansas State Teachers' Association, at Little Rock.

June 29-July 1.—West Virginia State Teachers' Association, at Wheeling.

July 1-5.—South Carolina State Teachers' Association, at Lithia Springs.

July 6-8. American Institute of Instruction at North Conway, N. H. George E. Church, Providence, R. I., president.

July 7-12, 1898. Meeting of the National Educational Association, at Washington, D. C., Supt. James Greenwood, Kansas City, Mo., president; Irwin Shepard, Winona, Minn., secretary.

July 5-8.—Pennsylvania State Teachers' Association, at Bellefonte. Dr. M. G. Brumbaugh, University of Pennsylvania, president; J. P. McCaskey, Lancaster, secretary.

July 6-9.—National German American Teachers' Association meets at Cincinnati, Ohio. G. Muller, Cincinnati, president; Louis Hahn, Cincinnati, treasurer; Albert I. Mayer, Cincinnati, secretary; Miss Anna Constantini, New York, II. secretary.

July 5-7.—New York State Teachers' Association, at Rochester.

July 8-9.—Louisiana State Teachers' Association, at Ruston.

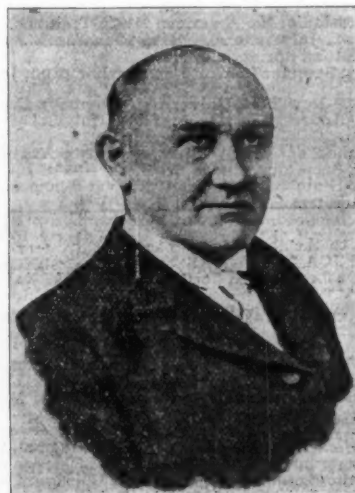
July 9-21.—Tennessee State Teachers' Association, at Lookout Mountain. R. L. McDonnold, secretary.

July 27-30.—Oregon Summer State Teachers' Association at Newport.

August 22-27.—American Association for the Advancement of Science, at Boston. F. W. Putnam, Harvard university, secretary.

## A Successful Railroad Man.

One of the ablest railroad men in the country is Mr. B. F. Horner, general passenger agent of the Nickel Plate road. He rose from the ranks by genuine merit. Back in the fifties he



B. F. Horner.

was employed in the composing-room of the "Weekly Republican," at Mt. Vernon, Ohio; then he served two years in the army, and in 1863 became a brakeman on a railroad. But railroads are not slow to recognize ability, and so he was soon made a passenger conductor, and a most popular one he was, too. In course of time, he became ticket agent of all of the Pennsylvania lines west of Pittsburg, serving in that capacity nine years. From Pittsburg, he was transferred to Chicago, officiating as city passenger and ticket agent of the Pennsylvania lines in that city until 1882. When the Nickel Plate road, in 1882, was looking around for a general Western passenger agent for their road it was not strange, considering his long experience and his proved competence, that they should choose Mr. Horner, nor that, a few months later, they should make him general passenger agent of the entire road, a position he has held ever since. He has steadily improved the passenger service until it is equal to any in the country; his energy and zeal have been of incalculable worth to the company. Mr. Horner, being yet in the prime of life, can count on many more years of usefulness.

## ITEMS OF INTEREST REGARDING

# National Educational Association

## Annual Convention.

AT WASHINGTON, D. C., JULY 7th to 12th, 1898.

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		45	47	35	49	51	67	55	57	59	63	65	41
	Lv. New York (West 23d St. St'n)	A.M. 7 50	A.M. 8 20	A.M. 9 30	A.M. 9 50	A.M. 10 50	P.M. 12 50	P.M. 1 50	P.M. 3 20	P.M. 4 20	P.M. 4 50	P.M. 5 00	A.M. 12 06
	" " (Desb. and Cortlandt Sts.)	8 00	8 30	9 30	10 10	11 00	1 00	2 10	3 30	4 30	5 00	5 00	12 15
1.0	" Brooklyn	7 33	8 17	9 10	9 57	10 46	12 20	1 46	3 03	4 16	4 38	4 38	11 08
1.0	" Jersey City	8 13	8 44	9 14	10 24	11 13	1 13	1 24	2 23	3 44	4 44	5 13	12 30
2.8.2	Ar. Washington (St'n 6th & B Sts.)	1 42	3 10	3 30	3 38	4 10	6 18		8 15	8 35	10 20	10 55	7 40
		P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.

Dist.	SOUTHWARD	SUNDAYS							
		23	41	47	35	51	59	63	65
	Lv. New York (West 23d St. St'n)	P.M. 8 50	A.M. 12 06	A.M. 8 20	A.M. 9 20	A.M. 10 50	P.M. 3 20	P.M. 4 20	P.M. 4 50
	" " (Desb. and Cortlandt Sts.)	9 00	12 15	8 30	9 30	11 00	3 30	4 30	5 00
1.0	" Brooklyn	8 45	11 08	8 17	9 10	10 46	3 03	4 16	4 38
1.0	" Jersey City	9 15	12 30	8 44	9 44	11 13	3 44	4 44	5 13
2.8.2	Ar. Washington (St'n 6th & B Sts.)	4 05	7 40	3 10	3 30	4 10	8 35	10 20	10 55
		A.M.	A.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.

Dist.	NORTHWARD	WEEK-DAYS												
		56	sd56	32	44	46	50	36	58	60	62	64	66	78
41.8	Lv. Washington (Station 6th & B Sts.)	A.M. 7 00	A.M. 7 00	A.M. 8 00	A.M. 9 00	A.M. 10 00	A.M. 11 00	P.M. 12 45	P.M. 3 15	P.M. 4 00	P.M. 4 30	P.M. 6 50	P.M. 10 00	P.M. 11 50
227.2	" Baltimore (Union Station)	8 03	8 03	9 05	10 08	10 55	12 05	1 46	4 20	4 57	5 28	7 53	11 35	1 08
228.2	" Ar. Jersey City	12 31	12 31	1 51	2 49	2 51	4 40	6 11	9 17	8 55	9 50	12 23	6 10	6 42
....	" New York (Desbrosses and Cortlandt Sts.)	12 43	12 43	2 03	3 03	3 03	4 53	6 23	9 30	9 08	10 02	12 33	6 23	6 53
	" " (West 23d Street Station)	1 05	1 05	2 15	3 15	3 15	5 05	6 45	9 45	9 20	10 15	12 50	6 35	7 05
	" Brooklyn	12 15	12 15	2 13	3 23	3 23	5 02	6 35	9 52	9 35	10 20	12 50	6 40	7 06
		P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	A.M.

Dist.	NORTHWARD	SUNDAYS											
		56	sd56	32	44	50	6	58	60	62	64	66	78
41.8	Lv. Washington (Station 6th & B Sts.)	A.M. 7 00	A.M. 7 00	A.M. 8 00	A.M. 9 00	A.M. 11 00	12 15	3 15	4 00	4 20	6 50	10 00	11 50
227.2	" Baltimore (Union Station)	8 03	8 03	9 05	10 08	12 05	1 20	4 20	4 57	5 28	7 53	11 35	1 08
228.2	" Ar. Jersey City	12 31	12 31	1 51	2 49	4 40	6 11	9 17	8 55	9 50	12 23	6 10	6 42
	" New York (Desbrosses and Cortlandt Sts.)	12 43	12 43	2 03	3 03	4 53	6 23	9 30	9 08	10 02	12 33	6 23	6 53
	" " (West 23d Street Station)	1 05	1 05	2 15	3 15	5 05	6 45	9 45	9 20	10 15	12 50	6 35	7 05
	" Brooklyn	12 54	12 54	2 13	3 23	5 02	6 35	9 52	9 35	10 20	12 50	6 35	7 28
		P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	P.M.	A.M.	A.M.	A.M.

## A SPECIAL TRAIN.

In addition to the above incomparable daily service of Fast Express Trains between New York and Washington, there will be a NATIONAL EDUCATIONAL ASSOCIATION SPECIAL, leave New York, Thursday, July 7th, at 8.20 A.M., from West 23d Street, 8.30 A.M., from Desbrosses and Cortlandt Streets, 8.17 A.M., from Brooklyn, via annex, foot of Fulton Street, and 8.44 A.M. from Jersey City; arriving at Philadelphia 11.23 A.M., whence after visiting the U. S. Mint, Liberty Hall, Carpenters' Hall, and Benjamin Franklin's Tomb, the party will leave Broad Street Station at 1.12 P.M. and arrive at Washington 4.10 P.M.

## HOTEL LIST.

Applications for accommodations should be addressed to Mr. Raymond A. Pearson, Chairman of the Hotel and Public Comfort Committee, Board of Trade Rooms, Washington, D.C. Such applications should state as clearly as possible the number of rooms desired, approximate price, time of arrival, length of stay, whether one or more will occupy the same room, and any other information that will be of use in making selections. (Rates in parenthesis refer to one person in a room.)

American Plan—Per Day.		European Plan—Per Day		American Plan—Per Day.		European Plan—Per Day	
The Arlington	\$3 50	[Official Headquarters.]		The Raleigh		1 00	upward
Riggs Hotel	2 50 to 3 50			The National	2 50 to 3 50		
Ebbitt House	(3 00) to (4 00)			St. James Hotel	(3 00) to (4 00)		
Hotel Normandie	2 50 to 3 00			The Regent		75	to 1 50
The Shoreham	2 50			La Petra's	1 50		
The Hamilton	3 50 (4 00)	\$1 50	(\$2 00)	The Oxford	2 00		
Hotel Wellington	2 00 to 2 50			The Colonial	1 50		
The Cochran	2 50	1 00	upward	Hotel Vendome	(2 00) to (2 50)		
The Elsmere	3 00 (3 50)	1 00	(1 50)	The Fredonia	2 00 to 2 50	1 00	upward
The Metropolitan	1 50 2 00			The Clarendon	1 50 (2 00)	1 00	
Congressional Hotel	(2 50) to (3 50)	1 00		The Richmond	1 50 (2 00)	1 00	
The Grafton	2 00			The Baltic	3 00 (3 50)	1 25	(1 50)
				The Buckingham	3 00 upward	1 00	upward
				The Lincoln	1 50 upward	1 00	upward
					1 50 to 2 00		

In addition, a large number of good boarding houses offer rates from 75 cents to \$1.50 per day for rooms only, and \$1.25 to \$2.00 per day for rooms and board.

## SIDE-TRIPS FROM WASHINGTON ACCOUNT N. E. A. CONVENTION.

Round-Trip Tickets, to be on sale July 9th to 16th, good returning within ten days after date of issue, except when otherwise noted below.

To Fredericksburg, Va.	- - - - -	\$2.25	To Old Point Comfort (going rail, returning steamer)	- - - - -	\$5.55
" Richmond, Va.	- - - - -	4.00	" Old Point Comfort (via Baltimore & Bay Line)	- - - - -	4.00
" Petersburg, Va.	- - - - -	5.00	" Old Point Comfort (via Baltimore & Chesapeake Line)	- - - - -	4.00
" Norfolk, Va. (all rail)	- - - - -	6.00	" Gettysburg, Pa. (good returning until July 31st)	- - - - -	3.35
" Norfolk, Va. (via Baltimore and Bay Line)	- - - - -	4.00	" Ocean City, Md. (via Baltimore and B. C. & A. R. R.)	- - - - -	4.00
" Norfolk, Va. (via Baltimore and Chesapeake Line)	- - - - -	4.00	" Baltimore, good on day of issue only	- - - - -	1.25
" Old Point Comfort (all rail)	- - - - -	6.00			



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FAVORITE ROUTE OF BUSINESS AND  
PLEASURE TRAVEL BETWEEN EAST,  
WEST, NORTHWEST AND SOUTHWEST



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Picturesque

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WASHINGTON, BALTIMORE, PHILADELPHIA, LONG BRANCH, NEW  
YORK, NEWBURG, KINGSTON AND CATSKILL MOUNTAINS  
TO SARATOGA AND LAKE GEORGE.

The Fast Express Trains over  
this line have elegant Palace and  
Sleeping Cars between New York,  
Boston, Kingston, Albany, Utica,  
Syracuse, Rochester, Buffalo, and  
Niagara Falls to Hamilton, Tor-  
onto, Detroit, Cleveland, Chicago  
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For Tickets, Time Tables and  
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All-Rail and Norwich Line Service Between  
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ALL RAIL.

## THE AIR LINE LIMITED TRAIN

DAILY, EXCEPT SUNDAYS.

From and to Park Square Station.

LEAVES BOSTON 1.00 P.M.

Due Willimantic 2.48 P.M., Middletown 3.32 P.M., New  
Haven 4.15 P.M., New York (Grand Central  
Station) 6.00 P.M.

RETURNING

Leaves New York (Grand Central Station) 1.00 P.M., New  
Haven 2.33 P.M., Middletown 3.13 P.M., Will-  
imantic 4.07 P.M.

DUE BOSTON 6.00 P.M.

Elegant Equipment of Parlor Car, Coaches and Buffet Smoker.

Limited in its equipment, and will only receive passengers  
to the extent of its seating capacity. Ticket and Parlor Car  
Reservations at City Ticket Office, 3 OLD STATE HOUSE,

Park Square Station, Boston.

Grand Central Station, New York.

## NORWICH LINE

WEEK DAYS ONLY.

### STEAMBOAT EXPRESS TRAIN

leaves Kneeland Street Station, Plymouth Division, N. Y.  
N. H. & H. Railroad, Boston, 7.02 P.M., connecting at New  
London with elegant steamers

### CITY OF LOWELL and CITY OF WORCESTER

due Pier 40, North River, New York, 7.00 A.M.

RETURNING

Steamer leaves Pier 40, North River, New York, 6.00  
P.M., connecting at New London with Express train, leaving  
at 5.35 A.M., due Kneeland St. Station, Boston, 10.00 A.M.

STATEROOMS - - \$1, \$1.50, \$2 Each

Ticket Offices 3 OLD STATE HOUSE,

Kneeland Street Station, Boston.

Pier 40, North River, New York.

# TEACHERS' SUMMER EXCURSIONS

The Lake Shore & Michigan Southern Railway offers a large list of very enjoyable tours and places for the summer vacation, with tickets at greatly reduced rates, such as to Lake Chautauqua, Niagara Falls, resorts in the Northwest, Michigan, on the Great Lakes, the St. Lawrence River, Atlantic Coast, and in the Adirondack and White Mountains. The Lake Shore is famous as a comfortable and interesting route, and widely celebrated for the service of its great through trains, providing tourists with every convenience for delightful vacation travel. All ticket agents sell tickets via the Lake Shore & Michigan Southern Railway.

## "Summer Tours."

A very handsome book of 48 pages with descriptive matter and beautiful half-tone engravings of various resorts throughout the East and West, will be sent free to teachers anywhere by applying to

A. J. SMITH,  
GENERAL PASSENGER AND TICKET AGENT,  
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Plus \$2.00 membership fee. Teachers going to the convention will be sure of a most enjoyable and comfortable trip by using the trains over the Lake Shore & Michigan Southern Railway. Let us send you some of our printed matter about the line.

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The Scenic Route from St. Louis to Kansas City, Denver, Salt Lake City, and Rocky Mountain Routes to Pacific Coast.



HOT SPRINGS, ARKANSAS,

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TEXAS, MEXICO AND  
SOUTHERN CALIFORNIA,

ARE WITHIN EASY REACH OF INVALID OR TOURIST VIA



For sleeping-car reservations, time folders, and further information, address WM. E. HOYT, General Eastern Passenger Agent, 391 Broadway, New York, or H. C. TOWNSEND, General Passenger Agent, St. Louis, Mo.

## CLUB MEN ON A TRAIN.

Several members of a New York Club, describing a recent trip to Chicago on one of the New York Central's twenty-four hour trains, expresses the opinion that this service furnished all the accommodations of a first-class club, with the added advantage of the finest landscapes in the country, and an opportunity for the practical study of history and geography that is unsurpassed.

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## FREE EXHIBITION OF LANDSCAPES.

Persons traveling between New York and Chicago on one of the New York Central's twenty-four hour trains, have an exhibition of landscapes unequalled elsewhere.

First—There are 142 miles of river and mountain scenery between New York and Albany, including the Catskill Mountains and the ever-varying pictures of the historic Hudson River.

Second—The Mohawk Valley, which for more than two hundred years has been celebrated in song and story for its exquisite beauty.

A copy of 48-page folder on the Adirondack Mountain Region, with complete map in colors, will be sent free, postpaid, on receipt of a two-cent stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

## SOME REASONS WHY TRAVELLERS PATRONIZE THE NICKEL PLATE ROAD.

**FIRST**—Because its rates are always the *Lowest*.

**SECOND**—Because it gives unexcelled service—including through Wagner Palace Sleeping Cars between Boston and Chicago *via* the Fitchburg and West Shore Railroads, and Solid Through Trains between New York and Chicago *via* the West Shore and Nickel Plate Roads. Its day coaches are lighted by gas, heated by steam in winter, and are in charge of uniformed colored attendants whose services are free to all passengers. Its dining car and buffet service is unsurpassed, and its meal stations serve the best of meals at the lowest rates.

**THIRD**—Because it will give you side trips, without extra charge, to CHAUTAUQUA LAKE and NIAGARA FALLS on all tourist and excursion tickets.

**FOURTH**—Because it runs along the shores of beautiful Lake Erie, with its cooling breezes, and delightful scenery—passing through the famous "Grape Belt" of New York, Pennsylvania and Ohio, and the "Gas Belt" of Indiana, the beautiful cities of Erie, Cleveland, Fostoria, and Fort Wayne—the Summer Resort of Green Springs, and many other noted places.

**FIFTH**—Because the Nickel Plate Road is ever at the front in adopting *every improvement* tending to the *Safety, Comfort, Convenience* and *Pleasure* of its patrons, and its smoothly running track, powerful locomotives, elegant and luxurious cars, and lowest rates designate it as the POPULAR ROUTE.

For all information call on the nearest ticket agent or address,

F. J. MOORE, General Agent, 23 Exchange Street, Buffalo, N. Y.



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Lake George, Lake Champlain, Sharon Springs, Saratoga, Adirondacks, etc., etc. Send 4 cents in stamps for illustrated summer-resort list to

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NATIONAL  
EDUCATIONAL  
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WASHINGTON, D. C.,  
(JULY, 1898), VIA

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## BAY VIEW, PETOSKEY, CHARLEVOIX TRAVERSE BAY REGION

Possess advantages over all other American resorts—in the pure lake air, fresh and clean, full of life giving properties, and in many other respects which must be experienced to be appreciated. These places are quickly reached by

**THROUGH SLEEPING CARS via the  
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From Chicago, St. Louis—(via Illinois Central R.R.)  
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Popular Lines to Northern Resorts.

Send for illustrated pamphlet of these places and time table for summer season.

GEORGE D. HAVEN, General Passenger Agent,  
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## Michigan's Great Summer Resorts..

will be reached this season quickly and comfortably by the fast trains and through sleeping cars from

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May be worn at pleasure by the Four Hundred or the Four Thousand, at any one of the nine hundred and ninety-nine delightful summer resorts along the lines of



in the cool regions of Wisconsin, Minnesota, Iowa, and Michigan, not omitting the famous Excelsior Springs of Missouri.

Within three hours' ride of Chicago are some of the most beautiful lake and country resorts in Wisconsin. Oconomowoc, Waukesha, and Delavan are among the list. A little farther away are Elkhart Lake and the Dells of the Wisconsin River; and beyond are Marquette—with its magnificent Hotel Superior—Minocqua, Star Lake, Lake Minnetonka, Lakes Okoboji, Spirit Lake and hundreds of other deliciously inviting and invigorating spots where energy will be revived and life prolonged by a visit of a few days or a sojourn of a few weeks.

The season opens early in June and lasts until late in September.

Excursion tickets sold every day during the summer months. Our summer guide book with list of hotels and boarding houses will be sent free upon application to Geo. H. Headford, General Passenger Agent, Old Colony Building, Chicago, Ill.

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Buffalo, Detroit, Cleveland, Toledo, Chicago, Indianapolis, Cincinnati, and St. Louis.

Ventilated Sleeping Cars Trains Heated by Steam.  
A. S. HANSON, Gen'l Pass. Agt.

## The Virginia Mechanics' Institute.

By Maximilian P. E. Groszmann, Ph.D.

That Virginia, the old colony, which has contributed so much to the building up of this great republic, is still suffering from the blighting effects of the Civil war, and that out of the ruins of her old prosperity and glory there has not yet been evolved a new glory and prosperity of sufficient strength to compete with the marvelous success and progress of the North, is largely due to the fact that she has not yet fully adjusted her educational ideals and efforts to the demands of her new situation. Her civilization, as Supt. E. C. Glass, of Lynchburg, put it, is confined to too few channels of endeavor. Said he, "Here in the Capitol square stand monuments of Washington, Jefferson, Marshall, Jackson, Henry, Mason, Nelson, Lewis, Stewart; but who were they? Soldiers, statesmen, orators, jurists. Nearly all our talent ran in these channels. In our schemes of education, not only was there no provision for the development of talents in the arts, but training in the common things of life was ignored. Did it ever occur to you that the professions mentioned above, essential as they are, add nothing to the wealth of a country? They conserve wealth, but do not create it. The farmer who tills the soil is the basis of all prosperity; but after him, the minor who digs the ore from the earth, the mechanic who fashions it into wares and machinery; the artisan who takes a piece of wood and carves it into costly furniture, are the class of men who make a country rich and powerful." And again: "A state that produces a Jefferson in statesmanship, a Henry in oratory, a Marshall in law, and a Lee in war, has only to make up her mind to put in her schools everything she needs in a broadened civilization, to regain the ascendancy she held in the narrow days of the Revolution."

Mr. Glass is right. If Virginia would only make up her mind to put in her schools everything she needs in a broadened civilization, she would soon regain the lost ground. In technical education, she is sadly behind the times; while the North owes much of its steady advance to the close attention paid to industrial and technological education and facilities for the training of artist-artisans. Added to this, is the successful endeavor to improve elementary education by the introduction of better methods, of broader educational principles, and of manual, technical, and laboratory features in general. Few of these modern educational elements have as yet found their way into Virginia schools; laboratory methods are practically unknown; manual training and art culture are largely dreams of the future. The only real technical high school in the state is the Virginia Polytechnic institute (formerly called the State Agricultural and Mechanical college) at Blacksburg. Unfortunately, the expenses connected with attendance there are so high that it is available only for the sons of relatively well-to-do people. There are several small engineering departments in various schools in the state.

In view of the limited opportunities, the efforts of a relatively small number of public-spirited men in Richmond to establish and develop a technical school which would be practically free to all students, are especially worthy of commendation. The result of these efforts is the Virginia Mechanics institute. It was organized in 1884 by a few men agreeing to devote gratuitously certain hours per week, at night, to the education of the industrial classes. These men were Dr. Thomas Nelson Page, the author; Hon. Lyon G. Tyler, president of William and Mary college; Overton Howard, a distinguished lawyer of Richmond, and Walter Higham, an architect of much reputation.

Soon afterward, the city of Richmond made an appropriation of \$1,000 for its benefit, and the institute was able to begin remunerating the service of its instructors; its curriculum was enlarged, and Mr. A. M. F. Billingslea was selected as the first principal of its night school. As Mr. Billingslea was an eminently practical man, and at the same time a splendid mechanic, the night school at once came to the front as the institute's most important feature; and with the exception of the beginning of a technological library, it has since remained the only department that is in actual operation.

The object of the institute is to train and educate young

men in mechanic arts, to encourage improvements and inventions, and eventually to bring together for exhibition the products of Virginia mechanics and manufacturers. Thus it is hoped to promote and encourage manufactures and the mechanic and useful arts, and also to improve the industrial classes, both mentally and socially.

The institute is now engaged by a board of directors whose membership comprises men from every class and sphere of life in the city; manufacturers of iron goods, architectural instruments, carriages, etc.; railroad officials, city officials, and bank officers. It derives its fund from an annual appropriation from the city; from the gifts of friends; from the interest on a small endowment fund; and from a nominal fee which is exacted from its students, averaging \$3 for each. The gross amount available is only between \$7,000 and \$8,000 a year, and it is only by the most rigid economy that the enormous work done at the institute can be carried on.

The night school of technology has in its curriculum first a course in mathematics, beginning at the very elements of arithmetic, and running through the entire arithmetical exercises as far as mensuration. The final mathematical course is applied mechanics, which deals with the theory of forces, the strength of building and materials, and hydraulics. No time is fixed for the completion of this course. Some of the boys have been as many as seven years in going through this course.

The next course is that of drawing, which is sub-divided into freehand, architectural, and mechanical drawing. The freehand drawing class starts at the very beginning, and concludes by a course in architecture, in which the students are taught to sketch a copy of an architectural subject, and then reproduce it in exact mathematical lines. The architectural drawing includes original designs for buildings, with estimates of the quantity of material required for their construction, and the probable cost. Mechanical drawing begins with sketching, concluding with sketches of parts of a machine. Original work is also being done in the designing of machinery, and there is a course in the theory of projections.

The next grand division is that of nature philosophy, which is sub-divided into the departments of chemistry, electricity, and physics. The department of chemistry leads up to the elements of qualitative analysis, and metallurgy. The electrical course advances as far as the measurement of the resistance of wires, the calculation of voltage and amperage, the students themselves performing the experiments in groups.

Then there is the division of mechanical art, consisting of courses in modeling and wood carving. In addition, there is a course in English, leading up to easy writing on technical subjects.

There are twenty instructors, headed by Mr. C. P. L. Burgwyn, a man of unusual practical insight and energy. Among them are civil engineers, draftsmen at machine shops in the city, and for the railroads; practical architects, professional draftsmen, and pattern office men; artists of more than local reputation; auditing officers of railroads; principals from the high schools of the cities of Richmond and Manchester; a mining engineer; expert accountants; treasurers of the state, physicians, a professional electrician, and an art manufacturer. Certainly a faculty of experts!

There are about 300 students in attendance, varying in age from 19 to 30. They come from all classes and walks of life, social conditions, and religious denominations. Fully 95 per cent. are engaged at bread-winning during the day. I was deeply impressed at their seriousness of purpose. The institute commands the best elements from among the classes it tries to reach; it requires a strong sense of duty, and more than average power of application, perseverance, and ambition, to devote the evening hours, week in and week out, after a day's work, to such exacting studies as the courses involve.

The influence of the institution is felt within wide limits; a decided improvement in technical trades, and a more professional attitude in many industrial and commercial circles can be traced back to its inspiration. And many of its students have gratefully testified to the advantage and stimulation toward perfection which they derived from it; some have achieved positions of great trust and responsibility. There are among them engineers of metropolitan engineering works, superintendents of departments of railroads, and superintendents of machine shops; one is assistant engineer in the employ of the U. S. government.

The institute affords the elements of a many-sided technical education, and is, at the same time, practically free to all. As soon as its finances will allow, it is the intention to add a regular day course, lecture course, and the like, so as to develop it into a complete Polytechnic institute. At present, this is impossible, owing to the limits of space and funds. The state of Virginia, and the city of Richmond, in particular, ought not to be slow in appreciating the enormous service which this school renders to the industrial regeneration of the Old Dominion, and this recognition should be manifested by such substantial contributions to its funds that it may perfect its system at the earliest possible date.

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